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ABSTRACT

In this Child Development Associate (CDA) training module, the trainee is provided with basic concepts of child development. The identity, socialization and sense of self worth of the child are emphasized. Techniques for observing the behavior of 3- to 5-year-old children are indicated. As a result, the trainee can learn how to make and maintain, over a period of time, profiles of individual children's personal and social development. A pretest, an activity list for the resource person, directions for trainee, resource person and field supervisor, and a glossary are included. Most of the module consists of 20 learning activities for the trainee. Through discussions of identity and socialization processes trainees are taught to see developmental implications in children's behavior and talk in the preschool setting. Discussion guides for the course instructor are given. (Author/RH)

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CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

UNIT II

PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

Module 1

PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

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THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

Unit II

PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

Module 1

Understanding The Personal And Social Development Of Young Children

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Unit II

Module 1

Unit 2

PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

Overview
of
Module 1

UNDERSTANDING THE PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

Purpose of Module 1

In this module, the Trainee learns basic concepts of child development and concepts specific to the development of identity, socialization and self-worth. Techniques for observing the behavior of 3-5 year-old-children as it relates to each of these areas will be taught. As a result, Trainee will be able to make and maintain, over a period of time, a profile of each child's personal and social development.

Unit II

Module 1

UNDERSTANDING THE PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

COMPETENCY

The Trainee can make and maintain an accurate profile of a child's personal and social development.

INSTRUCTIONAL OBJECTIVES

Entry Level

The Trainee knows that development is an on-going process in every individual; that complex behaviors build on simpler ones, and that the sequence of development remains relatively constant for all human beings.

The Trainee knows that socialization in children is affected by a combination of factors including inborn characteristics and outward environment, both physical and cultural.

The Trainee knows that these factors are different for each individual, and that therefore each individual's development pattern is unique to him.

The Trainee knows that children will show, by what they say and do, something about the process of their own individual development and that observing each child's behavior, it is possible to know more about that child.

The Trainee knows about the development of a sense of identity (sense of oneself as a separate individual) and what behaviors, in children ages 3-5, relate to it.

The Trainee knows about the development of socialization (sense of being a member of a group) and what behaviors in children ages 3-5 relate to it.

Unit II

Module 1

INSTRUCTIONAL OBJECTIVES

Entry Level (cont.)

The Trainee knows about a sense of self-worth; and what behaviors, in children ages 3-5, relate to it.

Intermediate Level

The Trainee knows how to identify the behaviors that relate to socialization when she observes them in the classroom.

The Trainee knows how to identify the behaviors that relate to a sense of identity when she observes them in the classroom.

The Trainee knows how to identify the behaviors that relate to a sense of self-worth when she observes them in the classroom.

The Trainee knows how to plan an observation session, using an anecdotal record and a time limit.

Mastery Level

The Trainee can observe an individual child in a preschool setting and construct a profile of the child from the point of view of its social development.

Unit II

Module 1

BEHAVIORAL OBJECTIVES

Entry Level

Given a multiple-choice quiz, the Trainee will be able to correctly answer nine out of ten items which relate to child development and a development of a sense of identity, sense of self-worth, and socialization.

Intermediate Level

Given a video tape, the Trainee will be able to correctly list the behaviors observed and identify the behaviors concerned with self-worth, identity and socialization on an observational record sheet.

Mastery Level

The Trainee will be able to construct and maintain for a four-week period an accurate profile of the personal and social development of a child at a preschool center.

Unit II

Module 1

PRETEST

The Pretest

This pretest is designed to test your knowledge of the material and skills contained in Module 1, Understanding The Personal and Social Development of Young Children.

Equipment and Materials

1. Activity Folder - U2-M1-PT
2. Video Tapes - U2-M1-PT2
   U2-M1-PT3
3. VTR Playback Unit

Directions

Trainee

This pretest is divided into three parts. You are to read the directions for Part 1 and complete that part.

When you have finished Part 1, go on to Part 2. For Part 2, you will need the following equipment:

- Video Tape - U2-M1-PT2
- VTR Playback Unit

When you have completed Part 2, go on to Part 3. For Part 3, you will need the following equipment:

- Video Tape - U2-M1-PT3
- VTR Playback Unit

Unit II

Module 1

PRETEST

Directions

Trainee (cont.)

When you have finished the pretest, take it to your Resource Person.

Resource Person

Answer Key and directions for scoring can be found at the end of the Pretest.

Mode of Instruction

[✓ Individual]

Small Group

Resource Person is / is not needed.

Unit II

Module 1

Resource Person Directions

PRETEST - ANSWER KEY

PART 1

1. J
2. I
3. L
4. A
5. N
6. C
7. Q
8. G
9. O
10. K, P
11. S
12. R

MASTERY - Trainee must have 11 or 12 correct answers (2 parts count as *one* answer)

Module 1

Resource Person Directions

PRETEST - ANSWER KEY

PART II

Observational Record and Behaviors	Is It Related To:		
	Identity	Sociali-zation	Self-Worth

MASTERY - Trainee should have the following:

a. 9 or 10 of the behaviors listed and checked in the proper columns.

Unit II

Module 1

Resource Person Directions

PRETEST - ANSWER KEY

PART 3

SECTION A

Form 1 - Information About The Child

Child's Name - Mary Brown

Sex F

Age 4

Family Members in the Home:

- Father
- Mother
- Grandmother
- Sister
- Brother

Health:

Good X

Illnesses

- Measles
- Chicken Pox

Any Other Important Information:

Brother and sister are older than she

Unit II

Module 1

Resource Person Directions

PRETEST - ANSWER KEY

PART 3 (cont.)

Form 2 - Information From The Child's Teacher

Child's Name - Mary Brown

Person Information Obtained From:

_X_ Teacher

Important Things That You Learned:

1. Teacher is pleased with Mary.
2. She has know Mary for over a year.
3. Mary is a happy child.
4. Doesn't like to share her toys with her classmates all the time.
5. Enjoys most of the activities.
6. Mary is considered to be a well-adjusted child.

Unit II

Module 1

Resource Person Directions

PRETEST - ANSWER KEY

PART 3 (cont.)

SECTION B

CHILD'S NAME: Mary Brown

CHILD's APPERANCE:

Unit II

Module 1

Resource Person Directions

PART 3 (cont.)

Child's Name: - Mary Brown

Center Strawberry Preschool Center

Items Nos. 1, 3, 5; The Comments

Trainee should be able to substantiate each comment with an example from her observation sheets.

Items Nos. 2, 4, 6: Attached is a list of acceptable items which should be contained in these answers.

List

Unit II

Module 1

Resource Person Directions

PRETEST -ANSWER - KEY

(Part 3 (cont.)

Scoring

Section A. - One point for each item completed correctly

Form 1 - 12 points

Form 2 - 8 points

Section B - One point for each item the trainee has listed for each activity that is listed in the Answer Key.

Maximum number of points - Form 3 - _____

Form 4 - _____

Form 5 - _____

Form 6 - _____

An additional point is received if she noted times child was doing this for each activity.

Section C - Items,1, 3, 5 - For each comment, trainee can substantiate with an example allow 1 point.

Items 2, 4, 6 - For each item listed by the trainee which is contained in the answer key, give one point.

For items listed by the trainee which are not contained in the answer key but are acceptable, give one point

MASTERY -	TRAINEE SHOULD HAVE A TOTAL OF 46 POINTS OR ABOVE.

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Pretest

If ... you think you may already know how to do the things in this module:

1. See the Resource Person and describe why you think you may already know to do these things.

2. Review the Pretest with the Resource Person and decide with the Resource Person if you will try it.

If ... you do not wish to take the pretest, or do not know how to do these things:

1. Fill out the Cover Sheet for this Module

2. Read the Glossary

3. Begin work on Activity 1

Unit ____________________

Module ____________________

NAME: ____

Date: ____________________

PLACEMENT TEST

Time Started ____________________

Time Finished ____________________

Mastery ____________________

No Mastery ____________________

Resource Person: ________________________________

Unit II

Module 1

PRETEST

PART 1

This part of the pretest is designed to measure your knowledge of the personal and social development of preschool children.

Directions

You are to fill in the blanks with the correct answer. On the left side, in Column A, there are 10 sentences which contain blanks. On the right side, in Column B, there are 20 answers. You are to select the correct answer from Column B and write the letter of the answer you have selected in the blank.

Sample

1. Place the correct answer in the blank.

A	B
1. I like to eat ______.	A. Soap
2. I like to drink ____.	B. water
	C. Chairs
	D. Food

Unit II
Module 1

PRETEST

PART 1 (cont.

When you fill in the blank, your answer sheet should look like this:

A	B
1. I like to eat __D__.	A. Soap
2. I like to drink B__.	B. Water
	C. Chairs
	D. Food

If you have any questions, consult your Resource Person before you start Part 1.

Unit II

Module 1

PRETEST

FILL IN THE BLANKS

A

1. Personal development has to do with how__________.
2. You can learn something about a child's sense of social development by _____.
3. Children are all_________ when they are born.
4. The kind of person you feel that you are is called_____.
5. Socialization has to do with how______.
6. One of the three things that make up a good feeling of self-worth is _______.
7. Different parts of a child's body________.
8. Identity has to do with how _______.

B

A. Self-worth

B. Lollipop

C. A feeling of trust

D. Do grow at the same time

E. At the same time and do not effect each other.

F. Asking a child his name

G. A child learns that he is a person and that he is separate from everyone and every-everything else

H. Same

I. Watching what the child says and does

Unit II
Module 1

PRETEST

Part 1 (cont.)

A

9. A child's sense of self-worth, identity and socialization grow and develop_____.

10. You can find out about a child's sense of identity by observing what he says and does. Two examples of this are__________ and________.

11. The general order of development tells you what________.

12. The qualities and potential a child is born with is called ______.

B

J. A child's feelings develop.

K. Looking at himself in the mirror.

L. Different

M. Will he fight with other children

N. A child learns to live with other people

O. At the same time and effect one another

P. Knowing his own name

Q. Do not grow at the same time

R. Heredity

S. Children of most ages can do.

T. Environment

Unit II

Module 1

PRETEST

PART 2

Part 2 is designed to measure your ability to apply your knowledge of personal and social development to practical situations.

Directions

You are to watch a video tape which shows a group of preschool children in an activity that is directed by a teacher. As you watch the video tape, you will fill out the observation form which is on page 9. Your job is to write down all the behaviors that you can see. You should make as complete a record as you can of everything that is happening in the preschool group.

When you have finished watching the tape, look back over your observations. For each item you have written down, check off, in the appropriate column, whether you think that the item has to do with Self-Worth, Identity, or Socialization. Some of the things you see may have to do with more than one. Put as many checks as you need to for each thing you have written down. If you have written something down that isn't related to Identity, Self-Worth or Socialization, don't put any check marks down.

For your information, here are some definitions that might help you:

Identity - A child's understanding of who he is and how he is separate from everyone and everything else.

Socialization - How a child gets along with other people as individuals and in groups.

Self-Worth - How the child feels about himself as shown by his behavior.

PART 2 (cont.)

Observation Record of Behaviors	Is It Related To:		
	Identity	Socialization	Self-Worth

Unit II

Module 1

PRETEST

PART 3

Part 3 of the pretest is designed to test your ability to put the basic concepts of child development to use.

Directions

This part of the pretest is made up of three sections. Section A contains information for you to read about a particular child.

For Section B, you will need to watch a videotape. In Section C, you will do some things with the information you have gotten in the other sections.

SECTION A

Read the information below. It contains information about a child's health and family. It also contains information about the child gathered from talking with his teacher. You are to look over the information and complete forms Number 1 and Number 2. When you have finished this, you will be ready to go on.

Unit II
Module 1

PRETEST

SECTION A

May Brown is four years old and lives with her mother, father, grandmother, older sister, and older brother.

Mary has had measles and chicken pox. She has no serious health problems. Overall, she is in good health.

Miss Jones, her teacher, at the Strawberry Preschool Center is very pleased with Mary. Miss Jones has know Mary for over a year and feels that she is a very happy child. Mary enjoys most of the activities at the preschool center. Mary especially enjoys doing new things. She is proud of the things she makes and always wants to hang them up so others can see what she did. Mary has two children that are her best friends, but she likes playing with other children as well. She knows all of the children's names and likes to tell the teacher who is not there that day. She is pleased because she is growing a lot and is constantly measuring herself on the wall growth chart. Mary likes to bring something from home to play with but does not like to share it with the children at school. Her teacher is helping her with this by asking her to choose one friend to play with her toy. Otherwise it would be better for her to leave it in her "cubby" and play with it at home.

Miss Jones feels that overall Mary is a well-adjusted child.

Unit II

Module 1

PRETEST

FORM 1

INFORMATION ABOUT THE CHILD

CHILD'S NAME: ______________________________

Sex: M or F (Circle One)

Age: ______

Family Members in The Home:

____

____

____

____

____

____

____

Unit II

Module 1

PRETEST

Form 1 (cont.)

Health:

Good ____________ Fair ____________ Poor ____________

Illnesses:

Any other important information:

Unit II

Module 1

PRETEST

PART 3
SECTION B

Look at the video-tape labeled U1-M1-PT 2. This video tape will show the same child engaged in some activities at the preschool. You are to make a complete observational record for each activity. For each activity, you should record everything you see the child doing. Be sure to note the time at which each thing happens. Use one of the attached observational record forms for each activity on the video tape.

Unit II

Module 1

PRETEST

FORM 2

INFORMATION FROM THE CHILD'S TEACHER

CHILD'S NAME: ____

Personal Information Obtained From:

______Teacher

______Aide

______Substitute

Important things that you learned:

1.

2.

3.

4.

Unit II

Module 1

Pretest

FORM 3

CHILD'S NAME: ______________________________

Child's Appearance

	OBSERVATIONAL RECORD
Time	Observation

Unit II

Module 1

Pretest

FORM 4

CHILD'S NAME: ______________________________

Child's Appearance

	OBSERVATIONAL RECORD
Time	Observation

Unit II
Module 1

Pretest

FORM F

CHILD'S NAME: ______________________________

Child's Appearance

	OBSERVATIONAL RECORD
Time	Observation

Unit II

Module 3

Pretest

FORM

CHILD'S NAME: ____

Child's Appearance

	OBSERVATIONAL RECORD
Time	Observation

Unit II

Module 1

PRETEST

PART 3

SECTION C

Look over all the information you have gathered about this child in completing Sections A and B and think about how this information is related to personal and social development.

Once you have looked over all the information, fill out form number 6.

Unit II

Module 1

PRETEST

PART 3 (cont.)

SECTION C (cont.)

COMMENTS

CHILD'S NAME: ______________________________

CENTER: ______________________________

1. Comment about this child's sense of identity, based on the information you have about her. (Give examples).

2. Write how the things your know about this child's sense of identity are related to the basic concepts of personal and social development.

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Unit II

Module 1

PRETEST

3. Comment about the child's socialization based on the information you have about her. (Give examples)

4. Write how the things you know about this child's socialization are related to the basic concepts of personal and social development.

5. Comment about this child's sense of self-worth based on the information you have about her. (Give examples)

Unit II

Module 1

PRETEST

6. Write how the things you know about this child's sense of self-worth are related to the basic concepts of personal and social development.

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Unit II

Module 1: Understanding The Personal and Social Development of Young Children

Resource Person Activity List

Activity	Estimate Time for Completion	Material	Equipment
*PT- Module Pretest (Optional)		Activity Molder U2-M1-PT	Video Tapes U2-M1-PT2 U2-M1-PT3 VTR Playback Unit
2 Order of Development		Activity Folder U2-M1-A2	
3. General Principles of Development		Activity Folder U2-M1-A3	
4. Your Field Assignment		Activity Folder U2-M1-A4	
5. Introduction To Second Part of Module		Activity Folder U2-M1-A5	
6. "How Self-Worth Grows"		Activity Folder U2-M1-A6	
7. How What A Child Thinks of Himself Shows Up In His Behavior In The Preschool		Activity Folder U2-M1-A7	
*8. Identifying Behaviors Related To A Child's Sense of Self-Worth		Activity Folder U2-M1-A9	Video Tape VTR Playback Unit Chart on Self-Worth from Activity 7 VTR Monitor

*Please turn to Page 31 for special instructions.

Unit II

Module 1: Understanding The Personal and Social Development of Young Children

Resource Person Activity List

Activity	Estimate Time for Completion	Material	Equipment
10 Your Field Assignment		Activity Folder U2-M1-A9	
11 "How Identity Grows"		Activity Folder U2-M1-A10	Box of Slides Slide Projecto Carousel
12 Identity and Self-Worth		Activity Folder U2-M1-A11	
13 "How Socialization Grows"		Activity Folder U2-M1-A12	
14 Socialization and Self-Worth		Activity Folder U2-M1-A13	
15 How The Child's Sense Of Identity And Socialization Show In His Behaviors At The Preschool		Activity Folder U2-M1-A14	
16 Your Field Assignment		Activity Folder U2-M1-A15	
17 Checking Activity (E)		Activity Folder U2-M1-A16	
18 "Can You Put All The Facts Together"		Activity Folder U2-M1-A17 Lined Paper, Construction Paper Scissors, Paste	
*19 Your Field Assignment		Activity Folder U2-M1-A18	
20 Checking Activity (I)		Activity Folder U2-M1-A19	Videotape VTR Playback Unit
21 Checking Activity (M)		Activity Folder U2-M1-A20	

*Please turn to Page 31 for special instructions.

Unit II

Module 1

Resource Person Directions

Activity 1, Introduction to Module, "Understanding the Personal and Social Development of Young Children".

Equipment and Materials:

Trainee and Resource Person: Packet of materials for Activity 1

Directions: **Trainee:** Read material in Activity 1 individually

Resource Person: Be available to answer questions

Mode of Instruction

[✓ Individual]

Small Group

Resource Person is [✓ is not] needed

Unit II

Module 1

Resource Person Directions

Activity 2, Order of Development

Equipment and Materials:

Trainee: Packet of materials for Activity 2

Resource Person: Packet of materials for Activity 2

Answer key for exercise 2a

Directions:

Trainees:
1. Read material individually
2. Do exercise 2a

Resource Person: Be available to answer questions.

Mode of Instruction

[✓ Individual]
Small Group
Resource Person is [✓ is not] needed

Unit II

Module 1

Trainee Directions

Activity 3, General Notions of Development

Equipment and Materials:

Packet of materials for Activity 3

Directions:

1. Read material individually
2. Do exercise 3A in groups of 3-5

Mode of Instruction

Individual
[✓ Small Group]
Resource Person is [✓ is not] needed

Unit II

Module 1

Field Supervisor Directions

(Activity 4)

Purpose:

The intial purpose of this field activity is to provide the trainees with an opportunity to apply the knowledge acquired concerning order of development and general principles of development.

The second purpose is to enhance and develop the trainees' observational skills.

Procedure to Follow:

1. Read trainees' directions for the field activity.

2. Check trainee's observation procedures.
    - what activity did she observe?
    - when and how long did she observe?
    - how did she select the children to observe?
    - did the procedure followed match the directions?

3. Check trainee's observation record sheet.

4. Ask trainee the following questions. Make sure trainees refers to items recorded on the observation sheet for some of her answers.

Unit II

Module 1

Resource Person Directions

ACTIVITY 4

- Questions

A. (Same as Trainee sheet)

Have Trainee identify items on observation sheet.

B. (Same as Trainee sheet)
Have Trainee refer to her Column 2 for each child.

C. (same as Trainee sheet)
If trainee answers yes, go on to D. If trainee answers no, go on to E.

D. (Same as Trainee sheet)
Trainee should be able to identify items on both lists that tell her this and use a principle of development in giving explanation.

E. (Same as Trainee sheet)
Trainee should be able to identify items on both lists that tell her this and use a principle of development in giving an explanation.

F. (Same as Trainee sheet)
If Trainee answers yes, have her describe what the child was doing. - If trainee, answers no - end of required questions.

ACTIVITY 4 (cont.)

5. To make an evaluation of Trainee's performance on this activity, use the following criteria:

   A. Trainee has followed the directions.

   B. Trainee has carefully completed the observation record sheet.

   C. Trainee correctly answers the following questions- #A, B, C,,D. and E

6. Trainees who do not meet the above criteria, should do the following:

   A. If Trainee did not follow directions, review directions with trainee and have trainee repeat activity.

   B. If Trainee did not complete observation record sheet correctly, review directions with trainee and have trainee repeat actively.

   C. If Trainee missed any of the questions, do the following:

      1. For Trainee who missed questions due to lack of knowledge concerning order of development, have them reread that activity.

      2. Trainees who couldn't apply principles of development when answering questions, have them reread that activity.

      3. For #1 and #2, arrange to meet again with Trainee and follow original procedure.

Unit II

Module 1

Resource Person Directions

Activity 5, Introduction to Second Part of The Module, Concentrating on Specific Parts of Personal and Social Development of Young Children

Equipment and Materials:

Trainee: Packet of materials for Activity 5

Resource Person: Packet of materials for Activity 5

Directions: **Trainees:** Read material individually

Resource Person: Be available to answer questions.

Mode of Instruction

[✓ Individual]

Small Group

Resource Person is [✓ is not] needed

Unit II

Module 1

Resource Person Directions

Activity 6, How Self-Worth Grows

Equipment and Materials:

Trainee: Packet of materials for Activity 6

Resource Person: Packet of materials for Activity 6

Directions:

Trainee:
1. Read material in each section.
2. Complete exercises in each section

Resource Person: Be available to answer questions

Mode of Instruction

[✓ Individual]
Small Group
Resource Person is / [✓ is not] needed

Unit II

Module 1

Resource Person Directions

Activity 7, Thinking of How A Child's Sense of Self-Worth Is Related to What He Says and Does in Preschool.

Equipment and Materials:

Trainee:
1. Packet of materials for Activity 7
2. Blank sheet of paper

Resource Person: Packet of materials for Activity 7

Audio-Visual Aids:- None

Directions: **Trainee:** Find a partner and complete the activity.

Resource Person: Be available to answer questions.

Mode of Instruction

Individual

[✓ Small Group]

Resource Person is [✓ is not] needed

Unit II

Module 1

Resource Person Directions

Activity 8, Observing A Child on Videotape and Identifying Behaviors Related to A Child's Sense of Self-Worth

Equipment and Materials:

Trainee:

1. Packet of materials for Activity 8
2. Videotape - VTR Playback Unit
3. Chart on Self-Worth from Activity 7

Resource Person: Packet of materials for Activity 8

Audio-Visual Aids: Videotape, VTR Playback Unit
VTR Monitor

Directions:

Trainee: With a partner or small group, view videotape and complete activity.

Resource Person: Be available to answer questions

Mode of Instruction

Individual
[✓ Small Group]
Resource Person is [✓ is not] needed

Unit II

Module 1

Field Supervisor Directions

ACTIVITY 9

Purpose of Activity:

To teach trainees how to:

1. Plan observation session
2. Observe children in a preschool group
3. Use a checklist of behaviors

Procedure to Follow:

1. Read Trainee's directions for the field activity.
2. Check Trainee's planning strategy.

   (Who did she check with first? Who else did she have to talk to? Were there any problems, and if so, how can they be resolved? What times were settled on for observing? What can the trainee expect to see at that hour? What did the trainee plan to take with her?)
3. Check Trainee's procedure for observation .

   (Did she remember the directions for observing? Did she run into problems while observing? Does she feel satsified with the results of her observation? If not, can she say why? Can she repeat the observation if dissatisfied?)
4. Check the Trainee's observational record, including her notes and the checklist.

(Activity 9)

(How complete are her records? Did she see more than half the listed behaviors? Are there some she did not see? Can she explain some of the circumstances in which some of the observed behaviors took place?)

5. Make a general evaluation of the Trainee's performance on this activity. Take these criteria into consideration:

    1. Appropriate and effective planning
    2. Appropriate and effective implementation
    3. Complete and thoughtful observation record
    4. Degree of Trainee satisfaction with her performance of the activity.

Unit II

Module 1

Resource Person Directions

Activity 10, How Identity Grows

Equipment and Materials:

For Trainee:
1. Packet of materials for Activity 10
2. Box of slides labled U2 M1 A10-B

Resource Person: Packet of materials for Activity 10

Audio-Visual Aids
1. Box of slides - U2 M1 A10-B
2. Slide Viewer

Directions:

Trainees: Read material and do Exercise A and Exercise B.

Resource Person: Be Available to answer questions

Mode of Instruction

Individual

[✓ Small Group]

Resource Person is [✓ is not] needed

Unit II

Module 1

Resource Person Directions

Activity 11, Identity and Self-Worth

Equipment and Materials:

Trainee: Packet of materials for Activity 11

Resource Person: Packet of materials for Activity Activity 11

Audio-Visual Aids: None

Directions: **Trainee:** Read materials for Activity 11 and complete exercise.

Resource Person: Be available to answer questions.

Mode of Instruction

[✓ Individual]
[✓ Small Group]
Resource Person is [✓ is not] needed

Unit II

Module 1

Resource Person Directions

Activity 12, How Socialization Grows

Equipment and Materials:

Trainees: 1. Packet of materials for Activity 12

2. Slides U2 M1 A12-B

Resource Person: Packet of materials for Activity 12

Audio-Visual Aids: Slides-U2 M1 A12-B; Slide Viewer

Directions: Trainees: Read materials and do Exercise A and B

Resource Person: Be available to answer questions

Mode of Instruction

[✓ Individual]

[✓ Small Group]

Resource Person is [✓ is not] needed

Resource Person Directions

Activity 13, Socialization and Self-Worth

Equipment and Materials:

Trainees: Packet of materials for Activity 13

Resource Person: Packet of materials for Activity 13

Directions: Trainees: Read materials and do Exercise A

Resource Person: Be available to answer questions.

Audio Visual Aids: None

Mode of Instruction

[✓ Individual]

[✓ Small Group]

Resource Person is [✓ is not] needed

Unit II

Module 1

Resource Person Directions

Activity 14, Thinking about How The Child's Identity and Socialization Show In What He Says and Does In Preschool

Equipment and Materials:

Trainee: Packet of materials for Activity 14

Resource Person: Packet of materials for Activity 14

Audio Visual Aids: None

Directions: Trainee: Find a partner and complete Activity

Resource Person: Be available to answer questions

Mode of Instruction

Individual

[✓ Small Group]

Resource Person is [✓ is not] needed

Unit II

Module 1

Field Supervisor Direction

FIELD ACTIVITY

(Activity 15)

Purpose of Activity:

To teach Trainees how to:
1. Plan an observational session
2. Observe a preschool group
3. Make some informal comments about the child's personal and social development.

Procedure to Follow:

1. Read Trainee's directions for the field activity.
2. Check Trainee's planning strategy -
   - Who did she check with?
   - How were the time and group selected.
3. Check the Trainee's observational record. (the identity and socialization checklists)
4. Check the Trainee's notes for explanation of items checked.
5. Make a general evaluation of Trainee's performance on this activity. Take these criteria into consideration:
   a. Appropriate and effective planning
   b. Complete observation and use of checklists

Activity 15 (cont.)

6. To be acceptable, Trainee should be judged to have done an adequate job on Number 5 A through D and the following:

   A. Have checked off at least 50% of the items on each list.

   B. Can substantiate at least seven of the items on each list.

7. If Trainee's work is unacceptable, do the following:

   A. Failure to follow directions -

   Review with Trainee and have her repeat activity

   B. Failure to do adequate observation and/or use checklist properly.

   Review with Trainee and have her repeat activity.

   C. Trainee unable to substantiate items checked on checklists.

      1. For Identity - Have Trainee reread that activity and arrange another conference to discuss items checked on her checklists.

      2. For Socialization - Have Trainee reread that Activity and arrange another conference to discuss items checked on her checklist.

Resource Person Directions

Activity 16 , Checking Activity on The Trainee's Knowledge of The Personal and Social Development of Preschool Children

Equipment and Materials:

Trainee: Packet of materials for Activity 16

Resource Person:
1. Packet of materials for Activity 16
2. Answer key

Directions:

Trainee:
1. Read direction and complete quiz
2. Upon completion of quiz, check answer with answer key
3. Review results with Resource person

Mode of Instruction

[✓ Individual]
Small Group
Resource Person is [✓ is not] needed

ACTIVITY 16 (cont.) **ANSWER SHEET**

1. B.
2. A
   D
   F
   G
3. B
4. C.
5. A
6. C
7. A
   D
   E
   H

8 A
  C
  F
  G

9 C
  D
  G
  I

Unit II

Module 1

Resource Person Directions

Activity 17. Review of Trainee Knowledge of Personal and Social Development. Preparation for Next Activity, Activity 18

Equipment and Materials:

Trainee:
1. Packet of materials for Activity 17
2. Lined paper
3. Construction paper
4. Scissors, paste, etc.

Resource Person: Packet of materials for Activity 17

Directions:

Trainee:
1. Select a partner
2. Read directions and complete activity
3. You and your partner review product with Resource Person

Resource Person: Check product to see if it contains information on the following:

- development
- identity
- socialization
- self-worth

Mode of Instruction

Individual

Small Group

Resource Person is [✓ is not] needed

Unit II

Module 1

Field Supervisor Directions

(Activity 18)

Purpose of Activity

To teach Trainees how to:

1. Plan an observational session
2. Keep an observational record
3. Observe one preschool child
4. Make some informal comments about the child's personal and social development.

Procedure To Follow:

1. Read Trainee's directions for the field activity.
2. Check Trainee's planning strategy.
   - Who did she check with?
   - How were the time and group selected?
3. Check the Trainee's observational record.
4. Review with Trainee the items on the observational record that have a check mark beside them.
5. Review with Trainee for comments on the Comment Forms.
6. Make a general evaluation of Trainee's performance on this activity. Take these criteria into consideration:
   - a. Appropriate and effective planning.
   - b. Complete observation and use of observational record
   - c. Use of Comment Forms.
     - Wrote comments on each area and substantiated with knowledge.

ACTIVITY 18 (cont.)

7. To be acceptable, Trainee should be judged to have done an adequate job on Number 6 A through C.

8. If Trainee's work is unacceptable, do the following:

   A. Failure to follow directions

   Review with Trainee and have her repeat activity.

   B. Failure to do adequate observation and/or complete observational record.

   C . Review with Trainee and have her repeat activity.

   C. Trainee unable to substantiate comments written on Comment Forms.

      1. For Identity - Have Trainee reread that activity and arrange another conference to discuss her comments in this area.

      2. For Socialization - Have Trainee reread that activity and arrange another conference to discuss her comments in this area.

      3. For Self-Worth - Have Trainee reread that activity and arrange another conference to discuss her comments in this area.

Unit II

Module 1

Resource Person Directions

Activity 19, Checking Activity of Trainee's Ability to Apply Knowledge of Personal and Social Development to Practical Situations

Equipment and Materials:

Trainee:

1. Packet of materials for Activity 19
2. Video-tape U2 M1 A19
3. VTR Playback Unit

Resource Person:

1. Packet of materials for Activity 19
2. Answer key for Activity 19

Audio-Visual Aids

1. Video-tape - U2 M1 A19
2. VTR Playback Unit

Directions: **Trainee:**

1. Read directions and complete activity
2. Discuss answer with Resource Person

Mode of Instruction

[✓ Individual]
Small Group
Resource Person is [✓ is not] needed

Unit II

Module 1

Resource Person Directions

Activity 20, Preparation for Mastery Level Field Activity

Equipment and Materials:

Trainee: Packet of Materials for Introduction to Activity 20

Resource Person: Packet of materials for Introduction to Activity 20

Directions:

Trainee:

1. Read introduction to Activity 20 and follow the directions.
2. Discuss plans for completion of Field Activity with partner or in a small group.

Resource Person: Packet of materials for Introduction to Activity 20

Mode of Instruction

Individual

[✓ Small Group]

Resource Person is [✓ is not] needed

Unit II

Module 1

Field Supervisor's Instructions

ACTIVITY 20 (cont)

Purpose of Activity:

To check mastery of module contents by setting up and maintaining a folder on an individual child in accordance with given directions and criteria.

Procedure to Follow:

1. Read Trainee's directions and criteria for the activity.
2. Plan to check Trainee's progress with the activity from time to time over at least a four-week period.
3. Check the various parts of the activity as follows:

   Child's records: Were there problems gaining access to records, and how were they handled? Are the Trainee's forms as complete as possible? Are any important areas omitted, and if so, why? Can she add any more information to what she has already gathered?

   Talk with teacher: Was an appropriate person selected? Were the guideline questions adequately covered? Did the Trainee record answers to at least four of the questions?

   Observation: Are her records complete and flowing? Did she omit important items, or did she include all important points? By the end of the activity, has she observed the child at least four times at one week intervals? Has she observed the child at a variety of activities and times of day?

   Child work: Has she included at least one item of the child's worth? Is her selection appropriate?

   Comments: Has she made at least one comment on each aspect of the child's personal and social development? Are her comments adequately based on evidence? Can she justify them?

ACTIVITY 20 (cont.)

4. Make a general evaluation of the Trainee's performance of this activity, based on the following criteria:

The mastery level activity has been satisfactory completed when the Trainee has shown she can do these things:

- Identify behaviors that relate to a sense of identity, socialization and self-wroth when she she observes them in a classroom.
- Identify other factors that relate to a sense of identity, socialization and self-worth in other information about the child.
- Identify some useful sources of information about a child and keep accurate records of that information.
- Plan observation sessions on a child or a group and keep accurate records of those observations.
- Set up and maintain a folder on an individual child, based on the above.

UNIT II

Module 1

There are some activities in this module that require special materials. The materials needed are:

For the Pretest

Part 2

A short videotape which shows a group of preschool children in an activity that is directed by the teacher.

Part 3, Section B

A short videotape which shows one little girl engaged in some activities at a preschool.

For Activity 8

A short videotape which shows a child doing an activity in a preschool center.

For Activity 19

Two short videotapes are needed. The videotape for Part I should focus on a group of preschool children during free play.

For the videotape needed for Part II, use the videotape from Part 2 of the Pretest.

Unit II

Module 1

Trainee Directions

Module 1

UNDERSTANDING THE PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

Trainee: ______________________________

Instructor: ______________________________

Field Supervisor: ______________________________

	How Many?		
Class Sessions			
Field Visits			

Unit II
Module I

TRAINEE ACTIVITY RECORD

Module: Understanding The Personal and Social Development of Young Children

Name: ________________________________

Date Started: __________ Date Completed ________

Activity	Equipment and Materials	Completed	Time	Comments, Problems or Special Plans
10. "How Identity Grows"	Activity Folder U2-M1-A10 Box of Slides U2-M1-A10B			
11. Identity and Self-Worth	Activity Folder U2-M1-A11			
12. "How Socialization Grows	Activity Folder U2-M1-A12			
13. Socialization and Self-Worth	Activity Folder U2-M1-A13			
14. How The Child's Sense Of Identity And Socialization Show In His Behaviors At The Preschool	Activity Folder U2-M1-A14			
15. Your Field Assignment	Activity Folder U2-M1-A15			
16. Checking Activity (E)	Activity Folder U2-M1-A16			

Unit II

Module 1

TRAINEE ACTIVITY RECORD

Module: Understanding The Personal and Social Development of Young Children

Name: ____________________

Date Started: __________ Date Completed ______

Activity	Equipment and Materials	Completed	Time	Comments, Problems or Special Plans
1. Introduction to Module	Activity Folder U2-M1-A1			
2. Order of Development	Activity Folder U2-M1-A2			
3. General Principles of Development	Activity Folder U2-M1-A3			
4. Your Field Assignment	Activity Folder U2-M1-A4			
5. Introduction to Second Part of Module	Activity Folder U2-M1-A5			
6. How Self-Worth Grows	Activity Folder U2-M1-A6			
7. How What A Child Thinks Of Himself Shows Up In His Behavior In The Preschool	Activity Folder U2-M1-A7			
8. Identifying Behaviors Related To A Child's Sense of Self-Worth	Activity Folder U2-M1-A8 Video Tape VTR - Playback Unit Chart on Self-Worth from Activity 7 VTR Monitor			
9. Your Field Assignment	Activity Folder U2-M1-A9			

Unit II
Module 1

TRAINEE ACTIVITY RECORD

Module: Understanding The Personal and Social Development of Young Children

Name: ____________________

Date Started: __________ Date Completed ________

Activity	Equipment and Materials	Completed	Time	Comments, Problems or Special Plans
17. "Can You Put All The Facts Together?"	Activity Folder U2-M1-A17			
18. Your Field Assignment	Lined Paper Construction Paper Scissors, Paste			
18. Your Field Assignment	Activity Folder U2-M1-A18			
19. Checking Activity (I)	Activity Folder U2-M1-A19 Video Tape VTR Playback Unit			
20. Checking Activity (M)	Activity Folder U2-M1-A20			

Unit II

Module 1

Module 1

UNDERSTANDING THE PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

GLOSSARY

Associative Play	-	Two or more children play near each other, both using the same kind of toy but not cooperating with each other.
Cooperative Play	-	Child likes playing a game with one or more other children that requires each child to take a contributing part.
Environment	-	Has to do with the world the child grows up in.
Heredity	-	Has to do with the qualities and potential a child is born with.
Identity	-	A child's understanding of who he is and how he is separate from everyone and everything else.

GLOSSARY (cont.)

Parallel Play	-	Two or more children play near each other but do not interact with each other.
Personal Development	-	How a child grows physically, emotionally and intellectually.
Self-Worth	-	How a child feels about himself as shown by his behavior.
Social Development	-	How a child learns to live with himself in relation to other people.
Socialization	-	How a child gets along with other people as individuals and in groups.

Unit II

Module 1

Trainee Directions

Activity 1 Introduction to Module, "Understanding the Personal and Social Development of Young Children"

Equipment and Materials:

Packet of materials for Activity 1

Directions: Read material in Activity 1 individually.

Mode of Instruction

[✓ Individual]
Small Group
Resource Person is [✓ is not] needed

Unit II

Module 1

ACTIVITY 1

Have you ever had the chance to watch a baby grow?

If you have, you've seen miracles take place. You've seen a baby's small, helpless body become a big and strong body. You've heard the sounds that a baby makes -- the crying and the strange noises -- turn first into words and then into sentences. You've watched a child take his first step, and you've seen how curious he became about everything in the house once he found out that he could get around on his own. He learned to run. He learned to ask questions. He learned how to get along with other kids and with adults. He learned how to live in the world he was born into.

This module is about the personal and social development of young children. Personal development is how the child grows, how his body gets bigger and how he learns to think. Personal development also has to do with how a child's feelings develop, how he thinks of himself and how he feels about things in general.

Social development is how a child learns to live with other people; how he learns to get along and how he learns either to trust or not to trust the people he lives with.

There are two reasons why you should know about the personal and social development of young children. First of all, the more you know about children, the more you'll be able to help the children you work with. And second, social and personal

ACTIVITY 1 (cont.)

development does not stop when a child goes into first grade. A person keeps growing all his or her life. Knowing about personal and social development in young children may help you to understand yourself better. It may help you understand the people around you better. It may help you see how we all got to be the way we are.

Unit II

Module 1

Trainee Directions

Activity 2, Order of Development

Equipment and Materials:

Packet of materials for Activity 2

Directions:

1. Read materials individually
2. Do exercise 2a

Mode of Instruction

[✓ Individual]
Small Group
Resource Person is [✓ is not] needed

Unit II

Module 1

ACTIVITY 2

The first step in learning about personal and social development is to learn what is called the general order of development, which is only a list of things a child learns to do in the order he learns to do them.

Here is a small diary of your life:

Age 1 month : You were helpless. Your parents had to do everything for you.

Age 1 Year : You are bigger now, and you look a lot different than before. You can talk now, instead of crying, you can tell people what you want. You can walk.

Age 2 Year : Now you are much bigger. You can run and climb stairs. You know a lot more words than you did before. You look very good.

Age Grown Up : You've grown up a lot. You know how to use tools. You can go bowling. You can cook and sew. Maybe you know how to make furniture or play the piano. You work at a job that takes a lot of skill and hard work.

The small diary of your life you've just read is also a small description of the general order of development. It is a description of how most human beings grow. It is a description

ACTIVITY 2 (cont.)

of how we learn. We start out as babies, and we are not able to do anything for ourselves. We learn to do things as we grow older. First we learn simple things because simple things are all we are able to do. But then we get bigger, and we're able to do more and more difficult things. And each step we take in the general order of development makes us ready to go on to the next step.

1) The general order of development tells you how fast most children grow. But it is important to remember that all children grow at their own rate. If you find a thirteen-month-old baby who still cannot stand up without help, it does not have to mean that there is something wrong with the child. You will find some children who will grow faster and some who will grow slower than the list says they should. Of course, if you find a three-year-old child who still cannot hold things in his hands (which he should be able to do at six months), you might want to suggest that he be checked out by a doctor.

2) Once a child learns to do something, he should be able to do it better as he gets older. For example, the lists says that from age 12 months to age 18 months, a child should begin to understand a lot of new words (#H). That does not mean that when the child becomes 19 months old he will stop understanding new words. At thirty months he should understand many more words than he did when he was 18 months old, and at 36 months, he should understand more words then he did at 30 months. The older he gets, the more ability he has. The general order of development lists tell you only when most children start doing things, not when they stop.

ACTIVITY 2 (cont.)

On the next few pages are charts showing the general order of development of young children. These charts will tell you what most children can do at different ages. Read the charts carefully. When you have finished reading the charts, turn to Page 40 to find out what to do next.

Unit II

Module 1

FROM AGE 1 MONTH TO 3 MONTHS

Most Babies:

A. Begin to stay awake for longer and longer periods of time.

B. Begin to react to more and more sights and sounds.

C. Cry when they want something

D. Stop crying when mother comes.

E. Quiet down when held or caressed.

F. Are able to follow a moving person or thing with their eyes.

G. Are able to reach out and hit at dangling objects.

H. Coo and gurgle.

I. Smile

J. Respond to people bending over and talking to them.

K. Eat many times during the day.

FROM AGE 3 MONTHS TO 6 MONTHS:

Most Babies:

A. Learn to recognize who is and who is not in their family.

B. Begin to sleep through the night.

C. Enjoy playing "boo" or other surprise games.

D. Sit up for a short time with help.

E. Reach out for things that are being given to them.

F. Are able to grasp things with their hands.

G. Do not need to be fed so many times during the day.

H. Play with their own fingers and hands.

I. Learn to control their hands so they can hold on to, play with let go of things.

J. Can push up and hold their heads straight up when lying on their stomachs.

K. Begin to teethe.

L. Learn to drink from a cup.

M. Put everything they get in their mouths.

FROM AGE 6 MONTHS TO 9 MONTHS:

Most Babies:

A. Discover their feet.

B. Can roll from their backs onto their stomachs

C. Stand with help.

D. Need to be fed only three main meals a day (plus snacks and juices. etc.)

E. Learn to tell the different moods of their parents.

F. Try to immitate speech.

G. Get their first teeth.

H. Sit up without help.

I. Can bang things together

J. Try to hold a spoon to feed themselves.

K. Learn to laugh.

L. Imitate the gestures and movements of their parents.

M. Able to crawl.

N. Wave bye-bye.

Unit II

Module 1

FROM AGE 9 MONTHS TO 1 YEAR:

Most Babies:

A. Sit up and lie down without help.

B. Walk with help.

C. Can stand up without help.

D. Are able to hold spoons and get food into their mouths.

E. Cooperate in getting dressed.

F. Recognize themselves in the mirror.

G. Shriek or shout when they want something.

H. Learn to hear the sound of their own voices.

I. Are able to respond to simple commands and requests.

J. Start to see how their faces are are like the faces of the adults around them.

K. Recognize when their names are called out.

L. Enjoy opening and closing things.

M. Enjoy taking things out and putting them back.

N. Say "Mama" and "Papa"

FROM AGE 12 MONTHS TO 18 MONTHS:

Most Children:

A. Are able to eat with a spoon completely on their own.

B. Are very curious and want to explore their surroundings.

C. Imitate the adults around them, star playing at being an adult.

D. Greet people they know.

E. Respond to their names.

F. Can point to different parts of their bodies if someone asks them to.

G. Begin to scribble.

H. Begin to understand a lot of new words.

I. Easily imitate words and simple sentences they have heard often.

J. Begin to play with blocks and peg boards.

K. Recognize pictures of things they know.

L. Walk by themselves.

M. Like to climb up and down things (furniture and steps, etc.)

N. Show love toward other children.

FROM AGE 18 MONTH TO 24 MONTHS:

Most Children:

A. Can throw a ball at a target.

B. Learn to walk up and down stairs by themselves.

C. Throw temper tantrums

D. Are able to keep their diapes dry during the day.

E. Can hop on both feet.

F. Can tell things apart by their color and size.

G. Play for a long period of time.

H. Play "make-believe"

I. Have favorite toys: develop a liking for some toys over others.

J. Can tell if something is theirs: they say, "my toy, my mommy".

K. Use two or three words in a sentence.

L. Play next to other children but not with other children.

Unit II

Module 1

FROM AGE 24 MONTHS TO 30 MONTHS:	FROM AGE 30 MONTHS TO 36 MONTHS:
Most Children:	Most Children:
A. Want to do things by themselves without help.	A. Can eat and drink without any help at all.
B. Are toilet trained.	B. Need no help in going to the bathroom.
C. Can pay attention to things for longer and longer periods of time.	C. Can run, jump, throw, and catch.
D. Will play with others for short periods of time.	D. Learn to cooperate and help other children.
E. Want to be praised by adults.	E. May know their name and addresses.
F. Will play with other children but want to have things done their way.	F. Begin to understand simple songs and stories.

Unit II

Module 1

DEVELOPMENT IN EARLY CHILDHOOD

During this period of development, Early Childhood, children continue to grow and develop physically, socially and emotionally. By the time the child is about three years old, he or she has:

(1) learned to walk and is testing out his or her ability to walk about the home.

(2) gained some control over his larger muscles.

(3) developed physically so that he is too big to be treated like a baby.

(4) began to use some words to communicate with others.

(5) began to develop some concepts.

However, the child is still spending most of his time in the home and/or in the immediate neighborhood. Between the ages of three and six years, the child does the following:

(1) The child learns how to identify himself with his parents, his brothers and sisters, and other people.

(2) The child learns how to give and receive affection.

(3) The child learns how to dress himself and feed himself.

(4) The child learns how to select and do his own play activities with less adult help needed.

(5) The child increases his ability to use words to communicate with other people - children and adults.

(6) The child begins to explore different roles in order for him to gain a place in his family and among playmates.

(7) The child learns about rules of conduct and how to do what adults expect of him.

The child who does not succeed at doing these things may develop feelings of insecurity, frustration, and hostility. He may show these feelings by: (1) sucking his thumb past the time when a child usually stops this; (2) not playing with any of his playmates; or (3) refusing to talk to anyone.

Note: This activity contains a much edited version of Robert Havighurst work on developmental tasks. Here is a bibliography for those who would like to read the original.

Bibliography

Havighurst, Robert J., Developmental Tasks and Education, Second Edition, David McKay Company, Inc , New York, 1966.

ACTIVITY 2 (cont.)

For the next part of this activity, you will need an exercise sheet. Follow the directions carefully and complete the exercise. When you have finished, get an answer sheet and check your answers.

EXERCISE 2A

Here are four groups of things a child might do. Each group contains four things. Read all the items in a group. Next, figure out which thing a child would learn to do first, which second, which third and which fourth. Put the number 1 in the blank space next to the item the child would learn to do first. Put the number 2 next to the item the child would learn to do second. Put the number 3 by the item the child would learn to do third, and the number 4 by the item the child would learn to do fourth. When you have numbered all the items in one group, go on to the next group.

GROUP 1:

_____A. The child says "Mama"

_____ B. The child says "hello" to a visiter he knows

_____ C. The child smiles and gurgles

_____D. The child tells his father about the trip his preschool class went on that day,

ACTIVITY 2 (cont.)

EXERCISE 2A

GROUP 2:

_____ A. The child asks for a cookie.

_____ B. The child cries for a bottle.

_____ C. The child can name his favorite food.

_____ D. The child reaches for a spoonful of baby food.

GROUP 3:

_____ A. The child tries to touch a toy hanging over his crib.

_____ B. The child builds a tower of blocks.

_____ C. The child plays baseball with his friends.

_____ D. The child does a 10 piece puzzle.

GROUP 4:

_____ A. The child runs, skips, and jumps.

_____ B. The child stands alone but walks with help.

_____ C. The child walks well by himself.

When you have finished, check your answers on the answer sheet. If you missed any items and you do not understand why, ask your Resource Person.

Unit II

Module 1

ANSWER SHEET

EXERCISE 2A

GROUP 1:

2 A. The child says MaMa".

3 B. The child says "hello" to a visitor.

1 C. The child smiles and gurgles.

4 D. The child tells his father about the trip his preschool group went on that day.

GROUP 2:

3 A. The child asks for a cookie.

1 B. The child cries for a bottle.

4 C. The child can name his favorite food.

2 D. The child reaches for a spoonful of baby food.

GROUP 3:

1 A. The child tries to touch a toy hanging over his crib.

2 B. The child builds a tower of blocks.

4 C. The child plays baseball with his friends.

3 D. The child does a 10 piece puzzle.

Unit II

Module 1

ANSWER SHEET

EXERCISE 2A

GROUP 4:

3 A. The child runs, skips and jumps.

1 B. The child stands alone but walks with help.

2 C. The child walks well by himself.

Unit II

Module 1

Trainee Directions

Activity 3, General Notions of Development

Equipment and Materials:

Packet of materials for Activity 3

Directions:

1. Read material individually
2. Do exercise 3A in groups of 3-5

Mode of Instruction

Individual
[✓ Small Group]
Resource Person is [✓ is not] needed

ACTIVITY 3

The general order of development that you learned in Activity 2 gave you an idea of what children of different ages can do. In this activity, we will begin to look at how and why children grow the way they do.

This activity is about the notions of development. he notions of development are a few ideas that tell how and why children grow the way they do. Knowing these ideas will help you plan activities for your children. These notions will help you help the children you teach.

Here are some notions of development:

1) Children become what we expect them to become. Most children want to please adults they see often. Children want praise from their parents. They want priase from their teachers. For this reason, a child will do what he thinks you want to do. He will do what he thinks you expect him to do. If you expect a child to succeed, he has more of a chance of being successful. If you expect him to fail, he will probably fail. It does not take much to tell a child what you expect. Even if you do not say it out loud, he can tell from the tone of your voice or from theyway you look at him.

2) A baby's head is the first part of his body that grows. His legs and feet grow last. If you look back at the general order of development, you will see that a baby can control his head before he can control his hands. And he can use his hands before he can use his legs. A baby grows from the top down.

ACTIVITY 3 (cont.)

3) Children develop from the simple to the complex. A child must learn to crawl before he can walk. He must learn to walk before he can run.

4) Different parts of a child's body do not grow at the same time. If you look at a very young baby, it sometimes looks like his head is too big for the rest of his body. Usually, the rest of his body catches up to his head. First his arms will grow, and then his legs will grow, until everything looks like it fits together. It's almost as if a child's body could only think about growing one part at a time. And, growth is uneven. Children grow in spurts. A child may grow three inches in January, one inch in February, and zero inches in March. This is not unusual.

Footnote: Stone and Church, Childhood and Adolescence, 1968, Random House, New York

ACTIVITY 3A

HEREDITY AND ENVIRONMENT

There are two other important things that influence the way a child develops. HEREDITY AND ENVIRONMENT play an important part in the child's growth.

HEREDITY has to do with what a child is born with. Heredity has to do with things like how tall the child will be, what color his eyes or hair is what type of blood he has, whether the child has big bones or small bones, whether the child is male or female. These are things a child gets directly from its parents. These are things the child is born with. These are things that usually cannot be changed.

ENVIRONMENT has to do with the world the child grows up in. Environment has to do with the type of neighborhood, the type of house, the type of room a child grows up in. Environment is everything the child sees in the world as he grows up. Environment also means the way a child sees the world he lives in. It means what his world looks like to him and how he feels about it.

Stop and think for a minute:

- Who were the people you saw a lot when you were a young child?
- What kind of neighborhood did you grow up in?

Unit II

Module 1

EXERCISE 3A

To do this exercise, you will need at least two other people to form a group. Once you have formed a group, you are to do the following:

1. Look at each of the four notions of development and think of an example for each one.
2. Tell the group about the example for each notion of development.
3. The other members of the group are to tell you if it is a good example for each notion listed.
4. You will have completed this exercise when each member of your group has had an opportunity to give his examples and have them discussed by the members in the group.
5. If you need help, consult your Resource Person.

ACTIVITY 3A (cont.)

- What kinds of things were you taught to do?
- What do you expect out of life?

If you answer these questions, you can begin to tell how environment effected you when you were growing up. Environment is what the things you grew up with taught you about life. Unlike heredity, environment can be changed. A family can fix up a house or move away from a neighborhood, although this is sometimes very hard.

Unit II

Module 1

Trainee Directions

FIELD ACTIVITY

(Activity 4)

Purpose: 1. To assess your knowledge of development

2. To develop your observational skills

ACTIVITY 4

In Activities 2 and 3, you learned about the general order and principles of child development. The purpose of this Activity is to let you put what you learned to use.

Directions:

1. Put two children from your preschool class. These children should be the same age.

2. Pick an activity that each of these children will do sometime during the school day. You might choose:

   - cleaning up toys
   - eating a meal or a snack
   - play period
   - any other planned activity that happens more than once

   If you choose cleaning up toys, you will want to observe each of the children cleaning up toys at different times during the day. You should observe each child for at least ten minutes. Be sure that if you observe one child cleaning up toys, you also observe the other child cleaning up toys. If the children in your group clean up toys only once a day, you might arrange to observe one child one day and the other child on the next day.

ACTIVITY 4 (cont.)

3. Write down what you observe on your observation sheet (next page). The observation sheet is divided into two parts so that you can write your information for both children on the same sheet.

4. Instructions for filling out the observation sheet:

   A. Write the child's first name in the blank at the top of the page.

   B. In column (1) write down all the things you see the child doing. Write down things like hopping, eating a cookie, playing with 5 piece puzzle, etc.

   C. In column (2) tell how the child did the things you listed in column (1).

1	2	1
1. Hopping	hops on both feet	
2. Eating a cookie	holds cookie with two hands	
3. Buttoning clothes	can button clothes	

ACTIVITY 4 (cont.)

D. Do the same thing for the second child you observe.

5. When you have finished your observations, read over the following questions and be ready to talk about your answers with your field supervisor. Here are the questions you will talk about:

A. Did each child do the very same thing?

B. Did each child do the same things as well as the other child?

C. Are the two children at the same level of development? Explain how you know.

D. Did you see either child doing things that you thought were too hard? If so, how would you change the activity so that the child would be able to do it better?

Unit II

Module 1

Trainee Name: ______________________________

OBSERVATION RECORD SHEET

Child's Name ________________________ Child's Name ________________

1	2	1	2

If you are not sure whether your answers are right, ask your Resource Person for help.

Unit II

Module 1

Trainee Directions

Activity 5, Introduction to Second Part of The Module Concentrating on Specific Parts of Personal and Social Development of Young Children

Equipment and Materials:

Packet of materials for Activity 5

Directions: Read material individually

Mode of Instruction

[✓ Individual]
Small Group
Resource Person is [✓ is not] needed

ACTIVITY 5

Activities 1-4 introduced you to this Module. Now you know what we mean when we say personal and social development. You also know something about how most children grow. If you have any questions about the material covered in Activities 1-4, now is the time to make sure they are all cleared up.

So far we have dealt with the general order of development and the general principles of development. The general order and the general principles of development tell you how many children are the same in the way they grow. But no two children are exactly alike. It is important to know how most children are alike in some ways. But it is also important to be able to see how every child is different. The rest of this module will teach you ways to understand and help each child you teach. The rest of this module will teach you how to understand each child individually.

The rest of this Module concentrates on three parts of personal and social development; self-worth, identity, and socialization.

Self-worth means how the child feels about himself; Does he feel that he is a good person? Does he feel that people can like him? Does he feel that he is able to do things well? Where did he get these feelings?

Identity means how a child comes to understand he is a person, that he has a body, and that his body is not a part of anyone else's body. Identity means how a child comes to understand who he is and how he is separate from everything else.

ACTIVITY 5 (cont.)

Socialization means how a child gets along with other people. How does he fit in with his parents or the other children.

The rest of this Module will teach you how children grow in each of these areas. And, it will also show you how to observe the things that children may say or do in the classroom so that you can tell something about the personal and social development of each child in your group.

Unit II

Module 1

Trainee Directions

Activity 6 , How Self-Worth Grows

Equipment and Materials:

Packet of materials for Activity 6

Directions:

1. Read material in each section.
2. Complete exercises in each section.

Mode of Instruction

[✓ Individual]
Small Group
Resource Person is [✓ is not] needed

ACTIVITY 6

Activity 5 explained that self-worth means how a child feels about himself. Does he feel that he is a good person? Does he feel that people can like him? Does he feel that he is able to do things well?

This activity will look at how self-worth grows. We will look at how a child develops feelings about himself.

According to some experts, self-worth is made up of three feelings:

1. A feeling of trust or mistrust of other people. This feeling grows in a child before he is one year old.
2. The feeling of being able to do things along and without help. This feeling grows between ages of one year and three years.
3. The feeling of being able to succeed at imitating adults. This feeling grows most between the ages of three to five years.

STAGE 1: TRUST

We all know what trust means. We all know people we trust and people we don't trust. But how do we learn to trust or not to trust people we meet? And what does trusting people have to do with how we feel about ourselves?

ACTIVITY 6 (cont.)

Trust has a lot to do with how we feel about ourselves. If we trust other people, then we must think that other people trust us. And if other people trust us, we must be worth trusting. In other words, we must be pretty good people if other people trust us.

If we don't trust other people, then we must think that other people are going to hurt us in some way. And if other people are going to hurt us, we must be pretty bad people, and maybe we did something to deserve being hurt.

A child who trusts people probably feels that he himself is worth being trusted. A child who does not trust people probably feels that he himself is not worth trusting.

But how do these feelings develop?

The feeling of trust begins to grow as soon as the baby is born. A newborn baby is helpless. A newborn baby must be fed and kept dry, and warm, safe, and comfortable. A newborn baby also needs a lot of love. In order to develop normally, a baby needs to be picked up, smiled at, talked to, rocked, and held. And it is important that the baby knows that he will be fed when he is hungry, changed when he is wet, helped to get comfortable when he needs it and played with often. It is important that the baby be sure that he will get good care. And the only way to make a baby sure that he will be cared for is to care for him when he needs it.

ACTIVITY 6 (cont.)

If an infant gets good care in the first months of his life, he will begin to get the idea that the world is a good place to live, and that the people around him will treat him well. He will learn to trust.

If a baby does not get good care in the first months of his life, he will never be sure that the world is a good place. He will never be sure that the people around him will treat him well. He will not learn to trust.

The first thing a baby learns is to trust or not to trust. Because he is helpless, he must depend on the people around him. If they let him down, he may learn, even at the age of one month, to mistrust everyone. He may grow up with this mistrust, and this mistrust may make him feel bad about himself.

But if the people around him give the baby what he needs -- good care and love -- then he will grow up with trust. He will grow up feeling good about himself.

EXERCISE 6A

Now it's time to check how well you've learned about trust. Look back over this section if you want to. When you feel ready, turn the page and fill in the blanks.

Unit II

Module 1

EXERCISE 6A

1. The most important person in an infant's life is ______ ________________.

2. This person has two main responsibilities. One is to give the baby good physical care. Physical care means ____

   and ____.

3. The other responsibility is to give the baby plenty of ____

   and some ways to do this are:

   1. ____
   2. ____
   3. ____

4. A baby who gets both these kinds of care __________ __________and ______________ will develop what some people call a sense of ________________________.

Now turn the page and compare your answers with those given. If your answers correspond with those given, go on. If not, go back to pages and read the material over again.

Unit II

Module 1

ANSWER SHEET - EXERCISE 6A

1. The most important person in an infant's life is

   the person who takes care of him, or Mother.

2. This person has two main responsibilities. One is to give the baby good physical care. Physical care means

   Changing the baby and making the baby comfortable.

3. The other responsibility is to give the baby plenty of

   love.

   and some ways to do this are:

   1. Smiling
   2. Talking
   3. Picking up, Holding, Rocking

4. A baby who gets both these kinds of care (physical care and love), will develop what some people call a sense of basic trust.

ACTIVITY 6 (cont.)

STAGE 2: DOING THINGS BY HIMSELF

Once a child grows big enough to be able to do some things by himself, he naturally wants to do things himself. Between the ages of 1-3 years, a child tries out his body. He learns to eat from a spoon and drink from a cup, and before long, he wants to hold the spoon and the cup by himself.

A child needs FREEDOM during this time in his life. He needs to have the chance to try things so that he can learn faster. For example, a child will learn to crawl faster if he is allowed to get out of this crib sometimes. He will learn to walk faster if he is allowed to get out of his playpen sometimes. He will learn how to hold his own cup faster if he is allowed to try it sometimes -- even if he spills his milk at first.

But it is not good to give the child complete freedom. He needs to be watched. He needs to be kept safe. And more important, he needs to be taught what grown-ups expect from him. He needs CONTROL. Control means keeping the child safe, keeping him from making too much of a mess, and teaching him what he is allowed to do and what he is not allowed to do.

Between the ages of 1-3 years, a child needs both Freedom and Control. Too much freedom is bad. To much control is bad. Freedom and Control must be mixed together. We'll show you what we mean by talking about toilet training.

ACTIVITY 6 (cont.)

STAGE 2 (cont.)

Toilet training is a very important lesson that a child learns during this part of his life. There are usually four steps to toilet training:

1. First the child learns that the grown-ups around him think that using diapers is dirty and messy.

2. Then the child learns that the toilet (or the potty) is the place where the grown-ups want him to go to the bathroom.

3. Third, the child learns to go to the toilet when his parents tell him to go.

4. And then the child learns to go to the toilet when he *needs* to go, even if he has not been told to go.

The first three steps are part of CONTROL. The grown-ups control what the child learns and does. They make sure that the child knows what he is expected to do. But the fourth step shows how important FREEDOM is. Once the child has learned what he is supposed to do, he needs the freedom to try it out. The parents must stop telling the child to go to the toilet. The child knows what he is supposed to do. He does not need to be told anymore. He needs to do it by himself. The parents must let the child do it by himself,

ACTIVITY 6 (cont.)

STAGE 2 (cont.)

even if the child has accidents at first. If the parents let the child go on his own, the child will end up expecting the same thing from himself that the parents have expected from him; to go to the bathroom in the toilet.

If a child is treated with a mixture of FREEDOM AND CONTROL between the ages of 1-3 years, he will begin to get the idea that he can be safe while he is trying out new things. He will begin to feel confident and proud of the things he can do. He will grow up feeling good about himself.

If a child is given too much freedom or too much control, he may not develop feelings of being confident and proud of what he can do. If he is given too much freedom, he may not learn what he is expected to do, and he may be confused. If he is given too much control, he may begin to feel that he is not really able to do things on his own. He may grow up feeling bad about himself. And whatever feeling the child begins to develop at this age will stay with him for the rest of his life.

EXERCISE 6B

Now it's time to check how well you've learned about this stage. Look back over this section if you want to. When you feel ready, turn the page and fill in the blanks.

Now you've finished Activity 6. Now you know a lot about how SELF-WORTH grows in a child. You know that a good feeling of self-worth is made up of three things:

1. A feeling of trust.
2. A feeling of being able to do things without help.
3. A feeling of being able to succeed at imitating adults.

It is your job as a teacher to make sure that the children you teach develop a good sense of self-worth.

NOTE: Activity 6 contains a much edited version of Erik Erikson's theory of child development. Here is a bibliography for those who would like to read the original.

BIBLIOGRAPHY

Erik, Erikson, Childhood and Society, Second Edition, 1974 Norton Press, New York.

Unit II

Module 1

EXERCISE 6B - STAGE 2

The second stage in a child's social development comes between the ages of ________________ to ________________ years, approximately.

In these years, the child is learning many new things. He needs two things from the people who are caring for him:

1. He needs ______________________________ to try out his new skills

2. He also needs __________________________ so that he will be safe, and so that he knows what is expected of him.

   If he has these two things, (__________________ and ______________ he will develop a sense of ______________.

Now turn the page and compare your answers with those given. If your answers correspond with those given, go on. If not, go back to pages and read the material over again.

ANSWER SHEET - EXERCISE 6B

The second stage of a child's social development comes between the ages of ____1____ to ____3____ years approximately.

In these years, the child is learning many new things. He needs two things from the people who are caring for him:

1. He needs ____Freedom____ to try out his new skills.
2. He also needs ____Control____ so that he will be safe, and so that he knows what is expected of him.

If he has these two things, (____Freedom____ and ____Control____), he will develop a sense od autonomy.

ACTIVITY 6 (cont.)

STAGE 3: IMITATING ADULTS

The final stage in the development of self-worth comes after a child is able to get around on his own. He has already learned to do a lot of things by himself, and he feels pretty safe about trying things on his own. And now he's going to do more new things on his own. In fact, he's not going to wait for his parents to tell him to do something, he's going to imitate his parents all on his own.

Between the ages 3-6 years, children imitate the adults around them. They are practicing being grown up. They are learning how grown-ups do things and how grown-ups get along with other people. It is important that they learn this.

During this time, children need a chance to practice for their adult lives. Of course, 3 or 4 year olds cannot hold a job, take care of a family, or keep up a house, but a child this age loves to pretend. He loves to dress up in grown-up clothes and to help his parents do things around the house. It is important that the adults in a child's life be warm and encouraging to the child when the child plays grown-up. Playing grown-up is the only way a child can learn how to be grown-up.

A child also needs to feel that he can be SUCCESSFUL at what he is doing, even though he is not grown up yet. If the child has the chance to PRACTICE and be SUCCESSFUL during these years, he will learn to feel that he is able to handle new things and not be afraid of trying something new. But it is up to the parents

ACTIVITY 6 (cont.)

STAGE 3 (cont.)

to make sure that the child only tries to do things he can do easily, because the child also needs SUCCESS.

When a child has had many chances to PRACTICE and be SUCCESSFUL between ages 3-6 years, he will begin to feel that he can do a pretty good job in his life, and he will not be afraid to try things out later on. He will grow up feeling good about himself.

If a child is not given the chance to PRACTICE and to be successful, he may learn to feel that he cannot succeed at whatever he tries, and that other people will blame him for failing. He will not feel very good about himself.

EXERCISE 6C

Now it's time to check how well you've learned about this stage. Look back over this section if you want to. When you feel ready, turn the page and fill in the blanks.

Unit II

Module 1

EXERCISE 6C - STAGE 3

1. The third stage that we are looking at comes approximately between the ages of ______________________ to ___________ _________years.

At this stage, the child needs two kinds of things.

1. He needs a chance to __________________________ _________________for his adult life.

2. And he needs to feel that he can be________________ ____________in his life. He needs chances to _____ ___________________ with adults and other children. He needs to feel that he will do a ________________ job when he tries new things.

A child who has had some good chances to do both these things __________________________and be______ _______________), will probably develop a sense of ____.

Now turn the page and compare your answers with those given. If your answers correspond with those given, go on. If not, go back to pages and read the material over again.

Unit II

Module 1

ANSWER SHEET - EXERCISE 6C

1. The third stage that we are looking at comes approximately between the ages of __3__ to __6__ years.

At this stage, the child needs two kinds of things.

1. He needs a chance to __practice__ for his adult life.

2. And he needs to feel that he can be __successful__ in his life. He needs chances to __cooperate__ with adults and other children. He needs to feel that he will do a __good__ job when he tries new things.

A child who has had some good chances to do both these things (__practice__ and be __successful__), will probably develop a sense of __initiative__.

Unit II
Module 1

Trainee Directions

Activity 7 , Thinking of How A Child's Sense of Self-Worth Is Related to What He Says and Does in Preschool

Equipment and Materials:

1. Packet of materials for Activity 7
2. Blank sheet of paper

Directions: Find a partner and complete the activity

Mode of Instruction

Individual
[✓ Small Group]
Resource Person is [✓ is not] needed

ACTIVITY 7

You have just learned about how self-worth grows. Now it is time to look at how what a child thinks about himself shows up in what he says and does in school. There are not many children who understand themselves well enough to be able to tell you whether or not they like themselves. So you have to look for clues. What a child says and does can show you what he thinks of himself.

Directions

First, pick a partner.

Now, think about the 3-5 year old children you know. Can you think of a child who really feels good about himself? How do you know he feels good about himself? What does he do that tells you he feels good about himself?

Can you think of a child who does not feel good about himself? How do you know he does not feel good about himself? What does he do that tells you how he feels about himself?

Talk about it with your partner. Talk to your Resource Person if you want to.

On the next page there are lists of what a child who likes himself might do to show that he likes himself. There are also lists of what a child who does not like himself might

ACTIVITY 7 (cont.)

do to show you that he does not like himself. If you and your partner have thought of other things that are not on the list, write them down on the next pages.

Save your list. You will be using it for the next activity.

ACTIVITY 7 (cont.)

A Child With A Good Sense of Self-Worth	A Child With A Poor Sense of Self-Worth
Seems confident	Seems anxious and afraid
Is friendly towards others	Show aggression toward others
Does not suck his thumb	Suck his thumb a lot
Does not depend on adults too much	Depends on adults for a lot of help
Does not worry a lot about getting dirty	Is very worried about getting dirty
Does not worry a lot about breaking the rules	Is very worried about breaking the rules
Enjoys doing new things. Is not afraid of things like machinery, loud noises, or animals	Is very worried about tring new things. Is afraid of things like machinery, loud noises or animals.
Is fairly calm.	Is very restless and nervous
Plays "Make-Believe" some of the time but not too much.	Plays "Make-Believe" almost all the time.
If she is a girl, she usually wants to play and dress like a girl.	If she is a girl, she may want to play and and dress like a boy.
If he is a boy, he usually wants to play and dress like a boy.	If he is a boy, he may want to play and dress like a girl.

ACTIVITY 7 (cont.)

A Child With A Good Sense of Self-Worth	A Child With A Poor Sense of Self-Worth
OTHER THINGS	**OTHER THINGS**

Unit II

Module 1

Trainee Directions

Activity 8, Observing A Child on Videotape and Identifying Behaviors Related to A Child's Sense of Self-Worth

Equipment and Materials:

1. Packet of materials for Activity 8
2. Videotape - VTR Playback Unit
3. Chart on Self-Worth from Activity 7

Directions: With a partner or small group, view videotape and complete activity.

Mode of Instruction

Individual
[✓ Small Group]
Resource Person is [✓ is not] needed

Unit II

Module 1

ACTIVITY 8

This activity will give you some practice in observing how what a child says and does can tell you things you might need to know.

To do this activity, you will need at least one other person. This videotape shows a child doing an activity in a day care center. As you watch the video-tape, pay close attention to the child's behavior. When you have finished watching the videotape, you should:

1. Make of list of all the things the child did that you can remember.
2. Write down what you think the child thinks of himself.
3. Compare the list you made and your ideas on the child's sense of self-worth with the chart from Activity 7.
4. In a small group, discuss your list of behaviors and your feelings about what those behaviors mean.

Do not worry if you and your partners do not agree. If your group has any problems during the discussion, consult your Resource Person.

Unit II

Module 1

Trainee Directions

FIELD ACTIVITY

(Activity 9)

PURPOSE:
1. To continue the development of your observational skills
2. To learn how to plan an observation session

ACTIVITY 9 (cont.)

Observing three preschool children-

When you go to observe the group, quickly find the three children you have picked. Try to find out their names. Be sure to sit in a spot that allows you to watch the three children but does not disturb the entire group. Write your notes and mark your checklists as quietly as you can. Try not to disturb the children or the teacher

Using the checklist-

Watch to see if the children do any of the things on the checklist. If you see or hear a child doing any of the things, place a check mark next to that item in the column under that child's name.

You may not see children doing everything on the checklist. However, you will probably see about half the things. If you have checked very few things, you have not watched long enough, or you have not been paying attention! Watch some more.

Your Field Supervisor may ask you about some of your observations. When your observation is complete, fill out the Cover Sheet for this activity. This completes your observational record.

Unit II

Module 1

ACTIVITY 9

In the previous activities, you learned some things about how a child's sense of self-worth develops. You also learned some things about how a child's sense of self-worth develops. You also learned some things about what a child says and does can show what he thinks of himself.

For this activity, you will be using the same lists that you used in Activity 7 and Activity 8. You will find a copy of the list in this Activity Folder. You will also find a cover sheet for this activity.

Here are the steps you should take in planning your observation session:

A. Talk to the teacher you work with (or the center director if you are the head teacher) and explain why you will need time off from your regular duties. Arrange time to take time off.

B. Talk with the teacher of the group that you wish to observe. Tell her what time you would like to come and what you will be looking for.

C. Take a scratch pad with you in case you need to make notes before you write things down on your checklist.

Unit II

Module 1

FIELD ACTIVITY

(Activity 9)

COVER SHEET

Date I Observed: ____________________

Time I Observed: ____________________

Ages of the Children in the Group: ____________________

Names of Children I Observed:

(1) ____________________

(2) ____________________

(3) ____________________

Name of the Teacher: ____________________

Unit II

Module 1

FIELD ACTIVITY

(Activity 9)

SELF-WORTH CHECKLIST

CHILD'S NAME: 1____________ 2______________ 3______________

A Child With A Good Sense of Self-Worth	1	2	3
Seems confident			
Is friendly towards others			
Does not suck his thumb			
Does not depend on adults too much			
Does not worry a lot about getting dirty			
Does not worry a lot about breaking the rules			
Enjoys doing new things. Is not afraid of things like machinery, loud noises, or animals			
Is fairly calm.			
Plays "Make-Believe" some of the time but not too much.			
If she is a girl, she usually wants to play and dress like a girl.			
If he is a boy, he usually wants to play and dress like a boy.			

Unit II

Module 1

FIELD ACTIVITY

(Activity 9)

SELF-WORTH CHECKLIST

CHILD'S NAME: 1 ____________ 2 ________________ 3 ______________

A Child With A Poor Sense of Self-Worth	1	2	3
Seems anxious and afraid			
Show aggression toward others			
Suck his thumb a lot			
Depends on adults for a lot of help			
Is very worried about getting dirty			
Is very worried about breaking the rules			
Is very worried about tring new things. Is afraid of things like machinery, loud noises or animals.			
Is very restless and nervous			
Plays "Make-Believe" almost all the time.			
If she is a girl, she may want to play and and dress like a boy.			
If he is a boy, he may want to play and dress like a girl.			

Unit II

Module 1

FIELD ACTIVITY

(Activity 9)

General comments about observations for:

Child #1

Child #2

Child #3

Unit II

Module 1

Trainee Directions

Activity 10 , How Identity Grows

Equipment and Materials:

1. Packet of materials for Activity 10
2. Box of slides labled U2 M1 A10-B

Directions:

Read materials and do Exercise A and Exercise B

Mode of Instruction

Individual

[✓ Small Group]

Resource Person is [✓ is not] needed

ACTIVITY 10

HOW IDENTITY GROWS

The next part of this Module deals with the idea of IDENTITY. Identity means how a child learns that he is a person and that he is separate from everyone and everything else around him. Identity also has to do with how a child feels about his body. Does he feel he has a pretty body? Does he feel his body is ugly? How did he come to feel this way?

For a newborn baby, developing a sense of identity means learning he is separate from the people and things around him. There are three things an infant learns when he develops a sense of identity.

1. What things are part of his body and what things are not part of his body.

When a baby is very young, he does not understand where his body stops. He cannot tell the difference between his body and the crib. He does not know the difference between his body and the little toy that hangs over his head. He may see the toy hanging above him. He may reach out to grab it. He may see his hand reaching for the toy. But he does not understand that the hand reaching for the toy is part of his body but the toy is not part of his body.

As a baby grows, he learns that the things he sees around him are not part of himself. He also learns to recognize the things he sees that are part of his body, like his hands and his feet.

ACTIVITY 10 (cont.)

2. Causing things to happen

When a baby is very young, he does not understand that some things he does will cause other things to happen. For example, if a baby pushes a toy out of his crib and it falls to the floor, the baby does not know where the toy has gone. He does not understand that he made the toy go away by pushing it out of his crib. On the other hand, if someone comes along and picks the toy up and puts it back in the crib, the baby will not understand that he had nothing to do with making the toy come back. He cannot tell the difference between what he makes happen and what he does not make happen.

As the baby develops a sense of identity, he will learn to tell the difference between things that he caused to happen and things that he did not cause to happen.

3. How he is different from other people

A baby cannot tell the difference between himself and other people. In fact, he cannot tell the difference between other people and the toy that hangs above his crib. He does not know the difference between himself and the toy. He does not know the difference between himself and other people.

As the baby develops a sense of identity, he learns that other people are separate from him. He also learns that other people have thoughts and feelings like him, that they can be friends with him, and that he can cooperate with them.

ACTIVITY 10
EXERCISE A

Now that you have read about HOW IDENTITY GROWS, you know some basic facts about IDENTITY.

How about your own sense of IDENTITY? What are some of the things that go into it? What about the other people in the room? How can you tell about their sense of IDENTITY?

The next activity will tell you something about your sense of of IDENTITY.

Directions

Choose a partner. There are four things for each of you to do. Pick which one of you will go first. After the first person has done the first thing, the second person will do the the first thing. When you have both done the first thing, go on to the second thing in the same way.

1. Close your eyes. Name all the parts of your body that your partner can see when she looks at you.

2. Imagine that you are standing up, moving to another chair, and sitting down. What parts of your body will you use? How will you use them? Say each part in turn. (For example, if the first thing you will do is to uncross your knees, say "uncross my knees" first. And so on.)

ACTIVITY 10

EXERCISE A (cont.)

3. Now actually do it (that is, get up, move to another seat, and sit down). Did you move the way you said you would? Did you leave out any movements?

   Have your partner watch you and check.

4. Describe a person in the room (without saying the person's name). See if your partner can tell who it is.

When you have finished these activities, you and your partner will have some idea of what your own IDENTITY is.

ACTIVITY 10

EXERCISE B

Now that you know about your own IDENTITY, you need to know some more about IDENTITY in your children. This activity will show you some things about this.

How does the child's sense of IDENTITY develop? It develops as he grows. Pick a partner and look at the slides from Box U2 M1 A10 together. After each slide, ask yourself these questions:

1. About how old do you think the child is?
2. What can a child that age usually do?
3. What do you think a child of the age know about his own body?
4. What do you think a child that age know about the world around him?
5. What influence did heredity and environment have on the development of the child's sense of identity?

Discuss these questions, and whatever answers you have decided on.

If you want some answers to the questions, turn the page.

Unit II

Module 1

ACTIVITY 10

EXERCISE B (cont.)

You will probably think of other answers that are just as good.

Talk about your answers with the Resource Person if you want to.

When you have answered all the questions about each slide, and when you have talked about your answers, you will know some more about the way a child's sense of IDENTITY develops.

ACTIVITY 10 (cont.)

SOME POSSIBLE ANSWERS

Slide #1

1. A three-month-old baby.

2. A child that age can smile, roll over, follow movement with his eyes.

3. He can see his own hands, but he doesn't know they are his.

4. He recognizes a face near him, etc.

Slide #2

1. A year old baby

2. A child that age can sit
   stand
   walk (Sometimes)
   drink from a cup
   crawl
   say a few words etc.

3. He recognizes his reflection in the mirror and knows his own hands and feet belongs to him.

ACTIVITY 10 (cont.)

4. He recognizes his mother and other familiar people. He can look for objects hidden from him. He knows that if he does a certain action, like banging on a pot, it will make a noise, but he doesn't know yet what makes the doorbell or telephone ring, for example.

Slide #3

1. A 2½ year-old child

2. A child that age can walk
run
jump (not high)
ride a tricycle slowly
talk in short sentences, etc.

3. He knows his name, and sometimes can write the first letter of it. He recognizes his own possessions. He can name many parts of his body.

4. He recognizes many different people. He knows his way around his own house and his preschool (if he goes to one). He knows what actions he has caused, and usually what actions he hasn't caused . He understands the doorbell now, but still doesn't know where the voice on the telephone or the pictures on the TV comes from (He is apt to think the person he sees and hears is inside the machine!)

ACTIVITY 10 (cont.)

Slide #4

1. A 5-year-old child
2. A child this age can tell well
   jump
   run
   skip
   throw and catch a ball
   ride a tricycle well and fast
   build elaborate block houses
   make up games with friends, etc.

3. He knows his first and last names. Sometimes he can write his first name. He knows most parts of his body, and knows whether he is a boy or a girl and what that means.

4. He knows his way around his own block and near neighborhood. Sometimes (if the street and neighborhood are safe he is allowed to cross streets alone. He knows about the telephone and T.V. and even (sometimes) about rockets to the moon! He is still confused about time and distance and things like how big the world is and how far away the sun is.

Unit II

Module 1

Trainee Directions

Activity 11, Identity and Self-Worth

Equipment and Materials:

Packet of materials for Activity 11

Directions: Read materials for Activity 11 and complete exercise.

Mode of Instruction

[✓ Individual]

[✓ Small Group]

Resource Person is [✓ is not] needed

ACTIVITY 11

IDENTITY AND SELF-WORTH

A child's sense of self-worth and a child's sense of identity grow at the same time and affect one another. A child begins to develop a sense of self-worth as soon as he is born. A child begins to develop a sense of identity as soon as he is born. Identity and self-worth are tied together. Here are two examples:

1. Let's say a baby didn't get enough love and care during the first months of his life. He never learned to trust the people and things around him. He grew up pretty bad about himself.

Now let's say this baby is about four years old and heredity has made him pretty big and a little fat. Other children tease him about his body. Sometimes adults tease him about his body. Sometimes even his parents tease him about being big and fat. He feels like a slob. He feels that he cannot do anything right and he is afraid to try new things. He doesn't like his body and he doesn't like where he lives because everyone teases him.

This child has a poor sense of self-worth and a poor sense of identity. He doesn't TRUST people. He doesn't feel he is able to DO THINGS ON HIS OWN. He doesn't feel that he is able to TRY NEW THINGS. He doesn't like what HEREDITY has given him -- a big, fat body. He doesn't like his ENVIRONMENT.

2. Let's say that a baby got a lot of love and care during the first few months of his life. He learned to trust the people and things around him. He grew up feeling pretty good about himself.

Unit II

Module 1

As he grew up, his parents allowed him the FREEDOM to do things on his own, but gave him enough CONTROL that he knew what he was supposed to do.

And as he grew older and more able to do things, his parents gave him the chance to PRACTICE and SUCCEED at doing new things. This child has a good sense of SELF-WORTH.

But let's say that HEREDITY has given the child a big, fat body. But his parents never tease him about it and other adults don't usually tease him about it either. Other children sometimes tease him, but his parents know how to help him get over it.

This child has a good sense of SELF-WORTH, and a good sense of IDENTITY. He TRUSTS people. He feels that he is able to DO THINGS ON HIS OWN. He feels that he is able to TRY NEW THINGS THINGS without being afraid of failing. He is not ashamed of what HEREDITY has given him -- a big, fat body. For the most part, he likes his ENVIRONMENT.

You can see how self-worth and identity work together to shape how a child feels about himself and the place he lives in.

ACTIVITY 11 (cont.)

EXERCISE 11-A

Now it's your turn to think up examples of how self-worth and identity work together to shape a child's feelings about himself and his environment. On the next page there is space for you to write down two examples. When you have finished writing down your examples, find a partner and share your examples with her. Make sure you can tell her exactly how self-worth and identity work together in the examples you wrote down.

If you and your partner need help during your discussion, talk to the Resource Person.

ACTIVITY 11

EXERCISE

1. My first example:

2. My second example:

Unit II

Module 1

Trainee Directions

Activity 12, How Socialization Grows

Equipment and Materials:

1. Packet of materials for Activity 12
2. Slides U2 M1 A12B

Directions:

Read materials and do Exercises A and B.

Mode of Instruction

[✓ Individual]

[✓ Small Group]

Resource Person is [✓ is not] needed

Unit II

Module 1

ACTIVITY 12

HOW SOCIALIZATION GROWS

Socialization means how a child gets along with other people. Socialization also means how a child gets along in the groups he belongs to. By groups, we mean things like: His family, his neighborhood, his school, his religion, his ethnic background, his nationality, etc. Later on, as an adult, he will belong to other groups, also: a union, his wife and children, etc.

Of course, the very first person an infant meets is his mother. An infant depends on his mother for just about everything. This is the infant's first SOCIALIZATION.

The first group of people that a child gets to know is his family. The child learns that he is a part of the group of people called his family. He learns what it means to be a part of a group like that.

The second group of people that a child gets to know is the group of people who live in his neighborhood.

The third group of people a child gets to know is the group of people at his preschool: the other children in his class, his teachers, the aides, and the other people who work at the center.

CULTURE

When we talk about socialization, we are talking about the rules that a child learns for getting along with other people. We

ACTIVITY 12 (cont.)

are also talking about how he learns those rules. In our culture, there are rules about how to dress and how to talk. Boys dress differently than girls, and some words are bad and some good. The culture that the child grows up in decide what those rules will be.

But just because two children grow up in the same country doesn't mean they will grow up in the same culture. In the United States there are many different cultures. A child will learn different rules if he grows up on a farm than if he grows up in a city. A child who grows up in the west will learn different rules than a child who grows up in the east. The rules they learn will probably not be so different that they would not be able to get along if they met each other, but they would probably be able to tell that they did not grow up in the same part of the country.

Religious and ethnic backgrounds also make a big difference in culture. A child who is an Italian Catholic will probably have learned to talk and act differently than a child who comes from a German Protestant background.

Culture is an important part of socialization. How a child learns to talk, act, and dress depends on what part of the country he is from, where his parents are from, and what race and religion he is. No one culture is better than any other culture. But it is important to understand children from different cultures are taught to behave in different ways.

ACTIVITY 12 (cont.)

LANGUAGE AND PLAY

Language and Play are two very important parts of a child's socialization. You need to know about both language and play. Language is important because in order to get along with other people, a child has to learn how to talk. Play is important because that's what a child does most during the early years of his life. A child learns by playing. A child needs to play.

There are four kinds of play. The type of play that a child does most usually depends on how old the child is.

The first type of play is when the child plays alone. This is called SOLITARY PLAY. Even if there are other children in the room, the child usually doesn't pay attention to them. He wants to play by himself with his own toys. He doesn't need other people to make his play more fun. Children usually play mostly alone until they are about two years old.

The second type of play is called PARALLEL PLAY. This is when two or more children play near each other but each child plays with his own toys. The child likes having other children near him, but he doesn't want to play with them yet.

The third type of play is ASSOCIATIVE PLAY. Associative play is like parallal play. Two or more children play near each other, but they each use the same kind of toy. They might even talk to each other about what they are doing. You can tell they

ACTIVITY 12 (cont.)

like having each other around. PARALLEL PLAY and ASSOCIATIVE PLAY usually start after the child is two years old.

The fourth type of play is called COOPERATIVE PLAY. This means that the child likes to play with other children. He needs other children to play the games he wants to play. Several children playing "House" is a good example of cooperative play. Children usually start cooperative play when they are about 3½ - 4 years old.

When you observe children, you will probably see all four of these types of play. Just remember that in general, cooperative play is more advanced than associative play. Associative play is more advanced than parallel play. And parallel play is more advanced than solitary play.

LANGUAGE is an important part of socialization. In order to get along with other people a child needs to communicate with them, and language is the best way a child has of communicating with other people.

Here is a short description of the way a child learns to talk.

Age 1 -- a baby imitates the sound he hears around him. He can usually say a few, short words like "Mama" or "Dada". He uses these words one at a time. He does not know how to make sentences.

Age 2 -- the child usually knows about 100 or 200 words. He can use two or three words together to make short sentences.

ACTIVITY 12 (cont.)

Age 5 -- the child knows about 2,000 words. He can make pretty long sentences. He enjoys talking to people.

All children go through the same steps in learning language. They all start off using only a few words one at a time, and, in time, they learn more and more words until they can make real sentences. Some children will learn faster than others. How fast a child learns to speak depends on:

1. How smart the child is.
2. How fast the child is growing in other areas. If a child is growing fast in other areas, he may learn language faster, too.
3. How well the child is able to hear. If the child cannot hear well, he may not be able to imitate the speech of the adults around him.
4. How the adults around the child talk to the child. A child learns to talk by imitating his parents and all the adults around him. If the adults talk to the child in two or three word sentences, the child will only learn to use two or three word sentences.

A child learns language by hearing it spoken. The more he hears, the more he learns. The more he learns, the better able he is to talk to other people. That is why language is an important part of socialization.

ACTIVITY 12 (cont.)

When you observe children, you will be able to notice many things about SOCIALIZATION.

For example, you may notice whether a child seems friendly or afraid. You may notice whether he seems shy. Does he get into fights a lot, or does he seem to be able to get along well with other children? Does he cooperate with the teacher? Does he play in ways that seem right for his age? Does he know how to talk to other people? Does he *like* to talk to other people?

In these ways, a child will show you how advanced he is in his SOCIALIZATION.

Now that you have read HOW SOCIALIZATION GROWS, you know some basic facts about SOCIALIZATION.

How about your own SOCIALIZATION? What are the things that went into it? What about the other people in the room? Can you find out anything about their SOCIALIZATION? The next activity will tell you something about your own, and other people's SOCIALIZATION.

ACTIVITY 12 (cont.)

EXERCISE A

Directions:

Get together with at least one other person - two or three if possible. One of you will write on the chalkboard.

Each of you in turn will try to think of all the SOCIAL GROUPS you belong to.

As you think of a group that you belong to, tell it to the person at the chalkboard. That person will write down each group mentioned by each person in turn. When you are finished, you should have quite a long list of groups that people can belong to.

(You can look at the next page and see if you have mentioned all of thse).

Now you should all have some idea of your own (and each other's) SOCIALIZATION.

ACTIVITY 12 (cont.)

GROUPS YOU MIGHT BELONG TO:

1. Your family
2. The tenant group in your apartment building
3. A neighborhood civic association
4. A neighborhood food cooperative
5. A neighborhood play cooperative for your children
6. A union
7. A church organization
8. A political group
9. A group that meets for a hobby, like sewing or singing
10. A group that meets for recreation, like card playing or bowling
11. The ethnic or nationality group you are a member of.
12. The group of all the people in the world who speak English or any other language.
13. The group of people who live in your city, county, state, and continent.
14. The CDA training program.
15. And so on!

Unit II

Module 1

ACTIVITY 12

EXERCISE B

Now that you know about your own SOCIALIZATION, you need to know some more about SOCIALIZATION in young children. This activity will show you some things about this.

How does the child's sense of SOCIAL IDENTITY develop? It develops through relations with other people. Pick a partner. Look at the slides in Box U2 M1 A12B together. After each slide, ask yourself these questions:

1. How old do you think the child is approximately?
2. Who is with the child in the picture?
3. What can the child say to that person?
4. What can the child and the other person do together?

Discuss these questions and whatever answers you have decided on.

If you want some answers to the questions, turn the page. You will probably think of other answers that are just as good.

ACTIVITY 12 (cont.)

Talk about your answers with the Resource Person if you want to.

When you have answered all the questions about each slide and when you have talked about your answers, you will know some more about the way a child is socialized.

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Unit II

Module 1

Trainee Directions

Activity 13, Socialization and Self-Worth

Equipment and Materials:

Packet of materials for Activity 13

Directions: Read materials and do Exercise A

Mode of Instruction

[✓ Individual]

[✓ Small Group]

Resource Person is [✓ is not] needed

Unit II

Module 1

Trainee Directions

ACTIVITY 13 (cont.)

When you have finished talking about your examples go on to the activity.

My First Example:

My Second Example:

Unit II

Module 1

Trainee Directions

ACTIVITY 13

SOCIALIZATION AND SELF-WORTH

Socialization and self-worth grows together in a child. Both start with the newborn baby. The first socialization for the newborn baby is his dealings with his mother. And it is through what his mother does for him that he either develops or does not develop a sense of trust.

The process of socialization and the feeling of self-worth work together to shape the child into what he will become. If the child's first experience with his mother is a bad experience -- that is, if the mother does not give the child proper care, then the child may not learn to trust, and he may have problems getting along with the other people in his family. If he has trouble getting along, he may feel unwanted. If he feels unwanted, he may feel that he is not a good person. So you can see how feelings of self-worth work together with socialization to make a child what he is.

Once again, we will ask you to think up examples. Can you thing of ways in which socialization and self-worth work together? Think of ways they work together to make a child happy. Think of ways they work together to make a child unhappy. Write down your examples on the next page. Then find a partner. Talk about what you have written down with your partner.

If you have trouble, look at the sections on self-worth and socialization again. If you still have problems, talk to your Resource Person.

ACTIVITY 12 (cont.)

SOME POSSIBLE ANSWERS

Slide #1

1. A three month old baby
2. With his mother
3. He can smile and gurgle
4. The mother feeds, bathes, dresses, etc. the baby, She can hug and kiss him but he cannot hug and kiss her.

Slide #2

1. A year old baby
2. With his father and mother
3. He can smile and say a few words like "Mama" and "Dada". He can wave bye-bye, etc.
4. They can play games like peek-a-boo. The parents can hug and kiss him and he can respond. He probably does not like strangers.

Slide #3

1. A 2½ year-old-child
2. With another child
3. They can talk to each other in simple sentences. Probably they will not listen to each other much.
4. They can play side by side at the same activity but they are not quite ready yet to cooperate in their play.

ACTIVITY 12 (cont.)

Slide #4

1. A five-year-old child
2. With a preschool group
3. They can talk well and express fairly complicated ideas.
4. They are ready to play cooperative games. Games where each child takes a role or games where each child knows and follows the "rules".

Unit II

Module 1

Trainee Directions

Activity 14, Thinking about How The Child's Identity and Socialization Show In What He Says and Does In Preschool

Equipment and Materials:

Packet of materials for Activity 14

Directions: Find a partner and complete Activity.

Mode of Instruction

Individual
[✓ Small Group]
Resource Person is [✓ is not] needed

Unit II

Module 1

Trainee Directions

ACTIVITY 14

You have learned a lot of things about IDENTITY and SOCIALIZATION. Now it is time to think about how the child's Identity and Socialization show in what he says and does in preschool. It will be important to you to know this when you are a teacher of preschool children.

Directions:

First, pick a partner. Now think of any children that you know who are 3-5 years old. Think particularly about the children in the preschool group where you do your field work.

Can you think of any things that these children might do that show their sense of IDENTITY? Think of positive and negative things.

Can you think of any things that these children might do that show their SOCIALIZATION? Think of positive and negative things. Discuss these questions with your partner.

Discuss them with your Resource Person too if you want to.

Trainee Directions

ACTIVITY 14 (cont.)

Now look at the next two pages. You will see some things listed that children might do that relate to their sense of IDENTITY and their SOCIALIZATION.

If you or your partner have thought of things that are not on this list, write them on the page where it says "other things". Share your ideas with others too if you wish.

You will be using this list in Field Activity 15.

ACTIVITY 14 (cont.)

IDENTITY CHECKLIST

What A Child Does
Looks at himself in the mirror
Says his own name
Says other people's names
Names some parts of his body
Names some things he has on
Draws a "picture" of himself
Writes some (or all) of the letters in his name
Knows what things are "his"
Knows what things are "other people's"
Asks to sit next to a specific person, or talks about sitting or resting next to a specific person
Compares himself with other people, for example, "I'm bigger than so-and-so".
Knows how old he is.

Unit II

Module 1

Trainee Directions

ACTIVITY 14 (cont.)

IDENTITY CHECKLIST (cont.)

What A Child Does
OTHER THINGS (cont.)

Unit II

Module 1

Trainee Directions

ACTIVITY 14 (cont.)

SOCIALIZATION CHECKLIST

What A Child Does
Plays alone
Plays along side others
Plays with others cooperatively
Takes turns
Talks in single words
Talks in short sentences
Talks in longer sentences
Expresses simple ideas
Expresses complicated ideas
Knows who is in his family and their names
Knows names of others in the preschool group
Knows his teacher's names
Fights with other children
Cooperates with the teacher
Refuses to cooperate with the teacher
Knows classroom routines

ACTIVITY 14 (cont.)

SOCIALIZATION CHECKLIST (cont.)

What A Child Does
OTHER THINGS:

Unit II

Module 1

Trainee Directions

FIELD ACTIVITY

(Activity 15)

Purpose:
1. To continue the development of your observational skills.
2. To continue to learn how to plan an observation.
3. To learn how to observe a preschool group.

Unit II

Module 1

Trainee Directions

ACTIVITY 15

In the previous activities, you have learned some things about IDENTITY and SOCIALIZATION. You learned what children might say and do that might tell you about their sense of IDENTITY and SOCIALIZATION. You made lists of some of these things.

For this activity, you will be using those lists. You will find copies of the lists in this activity folder. You will also find a cover sheet for this activity.

When you have finished this activity, you will know more about Identity and Socialization. You will also know more about planning and observation sessions. You will know more about observing a preschool group. You will know more about using a checklist to identity some behaviors that relate to IDENTITY and SOCIALIZATION.

Directions

1. Planning Your Observation Session

You will need to observe a group at the center when you are working. You will need to observe for at least half an hour. (An hour would be better if you can manage it). The group that you observe should not be the group that you usually work with. (You will learn more about observing if you do not know what to expect!)

Trainee Directions

ACTIVITY 15 (cont.)

3. Using The Checklists

Watch for children doing any of the things on the checklists. If you see or hear a child doing any of the things, make a check mark in the second column. If you know the child's name, write it in the third column. Try to find out the child's name if you don't know it already.

You probably will not see children doing everything on your lists. However, you will probably see about half the things. If you have checked very few things, you have not watched long enough, or you have not been paying attention! Watch some more.

Your Field Supervisor may ask you about some of your observations. Keep brief notes about anything that you need to remember about the things that you check. For example, suppose one child prints the first letter of his name on a drawing and then shows it to another child. You would check "knows some of the letters in his name". You would also make a note that he seems proud that he could do it.

When your observation is complete, fill out the Cover Sheet for this activity. This completes your observational record.

ACTIVITY 15 (Cont.)

Here are the steps you should take in planning your observation session:

1. Talk to the teacher that you work with (or the center director if you are the head teacher) and explain why you will need time off from your regular duties. Arrange a convenient time with her for you to take time off.

2. Talk with the teacher of the group that you wish to observe. Tell her what time you would like to come, and what you will be looking for.

3. Plan to take a scratch pad with you, as well as your checklists, in case you need to make notes.

2. Observing A Preschool Group

When you go to observe the group you have picked, be sure to sit down quietly in a corner. Take notes and mark your checklists as quietly as you can. Try not to rustle papers. Try not to disturb the children or the teacher. If a child asks you to play with him or read to him, just explain that you are busy now and cannot play or read, but that you may have time to do so another time.

Unit II

Module 1

Trainee Directions

FIELD ACTIVITY

(Activity 15)

COVER SHEET

Date I Observed ______________________________

Time I Observed ______________________________

Ages of The Children in The Group ______________________________

Number of Children in The Group ______________________________

Name of The Teacher ______________________________

Unit II
Module 1
Trainee Directions

IDENTITY CHECKLIST

ACTIVITY 15 (cont.)

What A Child Does	Did You See This?	Child's Name
Look at himself in the mirror		
Says his own name		
Says other people's names		
Names some parts of his body		
Names some things he has on		
Draws a "picture" of himself		
Writes some (or all) of the letters in his name		
Knows what things are "other people's"		
Asks to sit next to a specific person, or talks about resting next to a specific person		
Compares himself with other people, for example, "I'm bigger than so-and-so"		
Knows how old he is		

Unit II

Module 1

Trainee Directions

IDENTITY CHECKLIST (cont.)

ACTIVITY 15 (cont.)

What A Child Does	Did You See This?	Child's Name
OTHER THINGS		

Unit II

Module 1

Trainee Directions

SOCIALIZATION CHECKLIST

ACTIVITY 15 (cont.)

What A Child Does	Did You See This?	Child's Name
Plays alone		
Plays along side others		
Plays with others cooperatively		
Takes turns		
Talks in single words		
Talks in short sentences		
Talks in longer sentences		
Expresses simple ideas		
Expresses complicated ideas		
Knows who is in his family and their names		
Knows names of others in the preschool group		
Knows his teacher's names		
Fights with other children		

Trainee Directions

SOCIALIZATION CHECKLISTS (cont.)

ACTIVITY 15 (cont.)

What a Child Does	Did Yous See This ?	Child's Name
Cooperates with the teacher		
Refuses to cooperate with the teacher		
Knows classroom routines		
OTHER THINGS:		

Unit II

Module 1

Trainee Directions

Activity 16, Checking Activity on The Trainee's Knowledge of The Personal and Social Development of Preschool Children

Equipment and Materials:

Packet of materials for Activity 16

Directions:

1. Read directions and complete quiz
2. Upon completion of quiz, check answer with answer key
3. Review results with Resource Person

Mode of Instruction

[✓ Individual]

Small Group

Resource Person is [✓ is not] needed

Unit II

Module 1

Trainee Directions

ACTIVITY 16

By now, you have gained a lot of information about the personal and social development of preschool children. You know some general things about development. You know some things about the development of a sense of IDENTITY. You know some things about the process of SOCIALIZATION. You know some things about the development of feelings of SELF-WORTH.

Now it is time to check your knowledge. This activity is a multiple choice quiz. That means that after each question you are given some choices. You should put a circle around the letter that marks the correct answer. Sometimes there are several correct answers. You should circle all of them.

When you have finished, check your answers against the Answer Sheet. Score yourself. There are twenty-one correct answers. If you circle fifteen or more correct answers, you have succeeded in your Entry Level Checking Activity!

You must go over your answers to this activity with your Resource Person. Be sure to tell her when you are are ready to do the activity so that she can plan time to go over it with you.

ACTIVITY 16 (cont.)

ANSWER THESE QUESTIONS:

1. What is PERSONAL and SOCIAL DEVELOPMENT? (Circle One)

   A. The way a child's body grows

   B. The way a child's feelings about himself and others grow

   C. The way a child learns to talk

2. Which things are true about DEVELOPMENT? (There are 4 correct answers)

   A. Some children develop fast, some children develop slowly.

   B. All children develop at the same speed.

   C. Children are all alike when they are born.

   D. Children are all different when they are born.

   E. Children are all alike in preschool

   F. Children are all different in preschool

ACTIVITY 16 (cont.)

G. There is a pattern in development that we can see in all children.

H. There is not a pattern in development that we can see in all children.

3. What is your PHYSICAL IDENTITY? How does IDENTITY Begin? (Circle One)

A. A Child learns to talk

B. A Child learns that his body is separate from other people

C. A child learns to trust

4. What is SOCIALIZATION (Circle One)

A. The way you feel about your mother and father.

B. The way you feel about your job.

C. The way you feel about all groups you belong to.

ACTIVITY 16 (cont.)

5. What is SELF-WORTH (Circle One)

   A. What kind of a person you feel you are

   B. What kind of a person you really are

   C. What other people thing about you

6. What is the best way to tell somethings about a child's social development? (Circle One)

   A. By talking to the child.

   B. By talking to people who know the child

   C. By watching what the child does and says

7. Which of these things tell you something about the child's sense of his IDENTITY? (There are 4 correct answers)

   A. Looking at himself in the mirror

   B. Tying his own shoes

   C. Counting to ten

   D. Knowing his own name

   E. Knowing other people's names

   F. Knowing who is in his family

   G. Knowing who is in his

   H. Knowing what things are "his"

ACTIVITY 16 (cont.)

8. Which of these things tells you something about a child's SOCIALIZATION? (There are 4 correct answers).

   A. Playing cooperatively with others.

   B. Knowing his own name

   C. Knowing who is in his family

   D. Counting to ten

   E. Riding a tricycle

   F. Cooperating with the teacher

   G. Taking turns with other children

   H. Looking at himself in the mirror

9. Which of these things tells you something about a child's sense of SELF-WORTH. (Circle the ones you think are correct.)

   A. Knowing who is in his family

   B. Cooperating with the teacher

   C. Seeming happy and confident

   D. Being proud of what he can do

   E. Writing the letters in his name

   F. Drawing a circle

   G. Relating well with other people

   H. Tying his own shoes

   I. Perservering in a task

Unit II

Module 1

Trainee Directions

Activity 17, Review of Trainee Knowledge of Personal and Social Development. Preparation for Next Activity, Activity 18

Equipment and Materials:

1. Packet of materials for Activity 17
2. Lined paper
3. Construction paper
4. Scissors, paste, etc.

Directions:

1. Select a partner
2. Read directions and complete activity
3. You and your partner review product with Resource Person

Mode of Instruction

Individual
[✓ Small Group]
Resource Person is [✓ is not] needed

REVIEW ACTIVITY

(ACTIVITY 17)

"CAN YOU PUT ALL THE FACTS TOGETHER?"

You have now finished doing a lot of reading, talking and thinking about "The Personal and Social Development of Young Children".

You will spend one class session doing this activity. This will help you to review all that you have learned so far. (You should also make sure to complete any of Activities 1-16 that you have not yet finished.

In this activity, your job will be to make up a little booklet on "The Personal and Social Development of Young Children".

Directions:

Pick at least one other person to work with. Here is a suggestion on how to make your booklet:

You can write a booklet, and illustrate it with pictures that you draw. (They can be very simple. Stick figures are fine! The next packet of materials will help you. It will give you an idea of how to write your booklet. However, if you don't like the way it is planned, you can do it another way.

Just be sure to check with the Resource Person first.

Activity 17 (cont.)

Plan to show your booklet to the other Trainees (and the Resource Person too if you wish) when it is finished. Plan to finish this activity about half an hour or 45 minutes before the end of the class session. That way, you will have time to share what you have done with others. Discuss your booklets. See how well you think each group has covered the material in this module.

If you wish, your booklet on "Personal and Social Development" can be shown to interested teachers, aides, volunteers, or parents at the preschool centers where you are working. This is only if you want to. If you think you booklet would be helpful to others, check with your Resource Person. Then you can plan how best to give your booklet to others outside this class.

The next time you meet in a formal class session, you will be ready for your next Checking Activity. You will be assigned a short Field Activity for the coming week. (This Field Activity will help prepare you for the final activity of the module. The Mastery Level Activity). You may also wish to spend some time during the week to go back over the material in this module to be sure you know it. This will help you with your next Checking Activity, too.

Unit II

Module 1

TITLE: ______________________________

AUTHORS: ______________________________

DATE: ______________________________

ACTIVITY 17 (cont.)

In our CDA training, we have been studying about "The Personal and Social Development of Young Children". We have learned some valuable facts.

There are two important things we learned about development. The first important thing is:

Hint : Look at Module Introduction (Activity 1)

ACTIVITY 17 (cont.)

The second important thing we learned about development is:

Hint: Look at Module Introduction (Activity 1)

ACTIVITY 17 (cont.)

In this part of our CDA training, we have been studying three different aspects of the personal and social development of young children.

These three aspects are:

1. The development of a sense of________________________

2. The development of the process of____________________

3. The development of feelings of________________________

Hint: Look at Module Introduction (Activity 1)

ACTIVITY 17 (cont.)

Here is what we mean when we talk about a sense of IDENTITY:

Hint: Look at: Module Introduction (Activity 1)

ACTIVITY 17 (cont.)

Here are some things that happen to children when they are developing a sense of IDENTITY:

Hint: Look at Activity 10

ACTIVITY 17 (cont.)

It is important to observe children if you want to know about their sense of IDENTITY.

Here are some things related to IDENTITY to look for when you watch children work and play.

Hint: Look at: Activity 10
Activity 15

ACTIVITY 17 (cont.)

Here is what we mean when we talk about the process of SOCIALIZATION:

Hint: Look at Module Introduction (Activity 1)
(Activity 12)

ACTIVITY 17 (cont.)

Here are some things that happened to children during the process of SOCIALIZATION:

Hint: Look at: Activity 12

ACTIVITY 17 (cont.)

It is important to observe children if you want to know about their SOCIALIZATION.

Here are some things related to SOCIALIZATION to look for when you watch children work and play:

Hint: Look at: Activity 2
Activity 5

ACTIVITY 17 (cont.)

Here is what we mean when we talk about feelings of SELF-WORTH:

Hint: Look at: Module Introduction: Activity 1
Activity 6

ACTIVITY 17 (cont.)

Here are some things that happen to children when they are developing feelings of SELF-WORTH.

Hint: Look at: Activity 6
Activity 7
Activity 8

ACTIVITY 17 (cont.)

It is important to observe children if you want to know about their feelings of SELF-WORTH.

Here are some things related to SELF-WORTH to look for when you watch children work and play.

Hint: Look at: Activity 6
Activity 7
Activity 8

ACTIVITY 17 (cont.)

Here is how we would sum up the things we have learned in this part of our CDA training:

Here is why we think these things are important:

FIELD ACTIVITY

ACTIVITY 18

For this activity, you will choose a child and make an observational record of that child. Then you will make some comments about that child based on what you saw him say and do. You can refer to the checklists that you used in previous activities if you want to. You will need to use the observational record form and the sheet that is provided for you to make your comments. The observational form and the comment sheet are in the back of this packet.

Directions:

1. Planning your observation session-

You will need to observe one child in a group for at least half an hour (an hour would be better). You will need to arrange to have some time from your regular duties for this. It would be best if the child you decide to observe was not one of the children in your own group, so if possible arrange to visit another group for part of a morning.

Here are the steps you should take in planning your observation session.

A. Talk to the teacher that you work with (or the center director if you are the head teacher) and explain why you will need time off from your regular duties. Arrange a convenient time with her for you to take time off.

ACTIVITY 18 (cont.)

B. Talk with the teacher of the group that you wish to observe. Tell her what time you would like to come, and what you will be looking for. (If you want to, you can ask the teacher in charge of that group which child she thinks would be most interesting for you to observe. This could be helpful to both of you.

2. Observe a child -

Here are the things you should do when you go to make your observation of the child you have selected:

A. Take a pencil and an observation form.

B. Find out the child's name and write the name and the date

C. Watch the child for a few minutes and write down anything that interests you about his appearance or manner.

D. Starting when the child begins to do some activity, write down everything the child does or says. Be sure to note the time at which each thing happens.

ACTIVITY 18 (cont.)

E. Put a check mark next to anything that you think is especially related to the development of IDENTITY, SOCIALIZATION, or SELF-WORTH.

Here is how your observational record form might look:

Child's Name: Joe Smith

Date: November 5, 1974

Child's Appearance:

Small for his age
Seems quick and energetic

Time	Observational Record
9:00	✓Joe comes in. He says hello to the teacher.
9:10	She doesn't hear him. He hangs up his coat.
9:15	✓Throws a crayon at another child.
9:16	The child starts to cry.
9:17	✓Teacher scolds Joe, etc.

(✓means you think that this behavior particularly relates to social development)

Activity 1B (cont.)

3. Making some comments about personal and social development -

When you have finished your observation, fill in the last page in this packet. This sheet asks you for some opinions or comments about the child.

If possible, also arrange to talk to the child's teacher. You can show her your field activity directions, and the observational record sheet you have filled out. Write down her comments on the bottom half of your comment page, if you wish.

You will also have a chance to discuss your observation with your Field Supervisor. Your Field Supervisor can help you with any problems you may be having. She will also want to know why you made the comments that you made, so think carefully about why you are writing something down.

OBSERVATIONAL RECORD

ACTIVITY 18 (cont.)

Your Name: ______________________________

Child's Name: ______________________________

Date: ____________________

Child's Appearance:

____

____

____

Time	Observational Record

ACTIVITY 18 (cont.)

Time	Observational Record

ACTIVITY 18 (cont.)

What comments can you make about this child's social development?

1. His/her sense of physical identity____________________

____

____

What do you base it on?________________________________

____

____

2. His/her sense of socialization ____________________

____

____

What do you base it on?________________________________

____

____

3. His/her sense of self-worth__________________________

____

____

ACTIVITY 18 (cont.)

4. What do you base it on?________________________________

____

____

5 . What are his/her teachers commentts about him/her?

____

____

____

____

____

____

Unit II

Module 1

Trainee Directions

Activity 19, Checking Activity of Trainee's Ability to Apply Knowledge of Personal and Social Development to Practical Situations

Equipment and Materials:

1. Packet of materials for Activity 19
2. Video-tape U2 M1 A19
3. VTR Playback Unit

Directions:

1. Read directions and complete activity
2. Discuss answer with Resource Person

Mode of Instruction

[✓ Individual]
Small Group
Resource Person is [✓ is not] needed

Unit II

Module 1

ACTIVITY 19

Now you know a lot about the personal and social development of preschool children. You also know a lot about how to observe preschool children. You have learned how the things a child says and does can tell you about the child's sense of SELF-WORTH, IDENTITY, and SOCIALIZATION.

For this activity, you will watch two parts of a video tape. One part shows a group of preschool children during free play. The other part shows a group of preschool children in an activity that is directed by the teacher. You will fill out an observation form for each part of the video tape.

Directions for Part 1:

Use Observation Form No. 1 for this part. Look now at Observation Form #1. Some things that are related to the personal and social development of young children are listed on this form. In Part 1 of the video tape, you will see children doing some of the things listed on Observation Form No. 1 Your job is to check off the things you see the children doing in the right hand column. You will not see children doing all the things listed.

When you have finished, check the answer sheet for Part 1.

YOu must go over your answers with your Resource Person now. Be sure to tell her when you are ready to do this activity so that she can plan time to go over it with you.

ACTIVITY 19 (cont.)

Directions for Part 2:

Use Observation Form No. 2 for this part. Look now at Observation Form No. 2. There is nothing listed on it. Your job, as you watch Part 2 of the video tape, is to write down all the behaviors that you see. You want to make as complete a record as you can of everything that is happening in the preschool group on the tape. Don't worry about writing things down that just have to do with personal and social development. Write down everything you see.

When you have finished watching the tape, look back over your observations. Then, for each thing you have written down, check off whether you think that thing has to do with Self-Worth, Identity, or Socialization. Some of the things you see may have to do with more than one. Put as many checks as you need to for each thing you have written down. If you have written down something that isn't related to Identity, Self-Worth, or Socialization, don't put any check marks down.

Now check your answers on the answer sheet.

You must go over your answers with your Resource Person now. Be sure to tell her when you are ready to do the activity so she can plan time to go over it with you.

CHECKING ACTIVITY

ACTIVITY 19 (cont.)

OBSERVATION FORM No. 1 (cont.)

Check List of Behaviors	Did You See It?
Child knows how old he is	
Child knows his teacher's name	
Child fights with other children	
Child is very restless and nervous	
Child draws a picture of himself	

CHECKING ACTIVITY

ACTIVITY 19 (cont.)

OBSERVATION FORM No. 2 (cont.)

Observational Record of Behaviors	IS IT RELATED TO:		
	Identity	Socialization	Self-Worth

CHECKING ACTIVITY

ACTIVITY 19 (cont.)

OBSERVATION FORM NO. 1

Check List of Behaviors	Did You See It?
Child looks at himself in the mirror	
Child shares a toy	
Child enjoys talking to others	
Child names some parts of his body	
Child sucks his thumb	
Child is worried about dirt	
Child cooperates with teacher	
Child seems friendly and confident	
Child knows his name	

Unit II

Module 1

Trainee Directions

Activity 20, Preparation for Mastery Level Field Activity

Equipment and Materials:

Packet of Materials for Introduction to Activity 20

Directions:

1. Read introduction to Activity 20 and follow directions
2. Discuss plans for completion of Field Activity with partner or in a small group

Mode of Instruction

[✓ Individual]
[✓ Small Group]
Resource Person is [✓ is not] needed

Unit II

Module 1

INTRODUCTION

PREPARATION FOR ACTIVITY 20

This activity is a mastery level-field activity. You should read over the directions and material in this activity before you leave class.

In class, begin to plan how you will complete this activity. Discuss your plan with others. If you need help, consult your Resource Person.

ACTIVITY 20 (cont.)

MASTERY LEVEL - FIELD ACTIVITY

In this module, we have learned a number of things about "The Personal and Social Development of Young Children". Here are some of the things we have learned:

1. Two basic facts about development. One is that the order of development is the same for everyone. The other is that each individual's development is different because of his own individual heredity and environment.

2. Some things about the development of a sense of IDENTITY, and some things that children say and do that can tell you about to their sense of IDENTITY.

3. Some things about the development of SOCIALIZATION, and some things that children say and do that can tell tell you about their SOCIALIZATION.

4. Some things about the development of feelings of SELF-WORTH, and some things that children say and do that can tell you about their feelings of SELF WORTH.

5. Some ways to observe and record behavior, both for individual children and for groups.

ACTIVITY 20 (cont.)

6. Some ways to gather information about a child that might be useful to a teacher.

7. Some ways to comment on a child's Personal and Social development

Now it is time to check your MASTERY of all these things.

Can you put what you have learned in this module to use?

Can you put all the things you have learned together so that you can use them all at once.

In order to show that you can do these things, your Mastery Level Activity is to set up a FOLDER on a child at your center and keep it up to date for a certain period of time. (You will be given a Folder.) The information that you will be gathering for this FOLDER will come from several different sources:

1) The child's record (optional)
2) The child's teacher
3) Observation of the child in the preschool center over a period of time.
4) Some samples of the child's own work

ACTIVITY 20 (cont.)

5) Comments you can make about the child's personal and social development, based on all of the information you have gathered.

You will be given directions for each of these different parts of this activity. Read the directions for each part. Then do each part. However, you do not need to do the parts in the order they are given. You just need to be sure that you do them all.

Consult your Resource Person or Field Supervisor at any time if you wish.

You will have about a month to complete the activity.

CRITERIA FOR MASTERY LEVEL ACTIVITY

You will know that this activity has been done well when:

1. Your records on the child's health are complete and up to date.

2. Your records on the child's family are complete and up to date

ACTIVITY 20 (cont.)

1. Directions for gathering information from the child's records.

   A. As you did before, speak to the center director and tell her that you would like some more information about a certain child. Be sure that you follow any directions she may give you about how records are to be handled.

   B. Use the forms on the next pages to record any information you think is important. Try to fill in every space. There is more space at the end of the forms for additional items.

   C. Remember that this information is confidential. You must never, never gossip about it to anyone who has not see the record before.

ACTIVITY 20 (cont.)

3. Your record of the talk with the child's teacher includes answers to at least four of the eight guideline questions.

4. You have observed the child for at least one-half an hour a week for four weeks.

5. You have observed the child doing many different activities. You have made a complete observational record of each observation session.

6. You have found at least one sample of the child's work (art work, crayoning, painting, etc.) that shows the type of work the child usually does.

7. You have made comments on the child's sense of identity, socialization, and feelings of self-worth.

8. You have based your comments on good evidence from all the information you have gathered about the child.

ACTIVITY 20 (cont.)

Other People In The Home Who Are Not Family Members:

Name	Age	How Long Has he Lived There?

Health: Generally Good____________ Generally Poor__________

Good

Illnesses:	When?

Injuries, Accidents, Operations:	When?

ACTIVITY 20 (cont.)

YOUR NAME: ________________________

CHILD'S NAME: ________________________

Parent's Name(s) ________________________

Home Address ________________________

Home Address: ________________________

Other Family Members In The Home:

Name	Age	Relationship

ACTIVITY 20 (cont.)

Health Problems (Allergies, Etc.)

____

____

____

____

Any Other Important Information:

____

____

____

____

ACTIVITY 20 (cont.)

2. Directions for gathering information from the child's teacher.

A. Arrange a time when you can talk with the child's teacher about him. Explain that this is part of your CDA training if she does not know already.

If you are the child's teacher, perhaps you can arrange to talk to the teacher who had him last year. If the child was not in the center last year, or if that teacher is not available, try to think of someone else who might know something about him. This might be an aide, a substitute, or the person who is in charge of the class in the late afternoons.

Guideline Questions:

Here are some things you should ask: How long has she known the child?

Does she feel the child is generally happy at the center, or not?

What things about this child specially concern her (if any)?

ACTIVITY (20 Cont.)

What activities does the child enjoy most?

What activity does the child enjoy least?

What is the child good at doing?

Can she sum up what she feels is the child's personality in a few words?

B. Use the form on the next page to record any information you think is important.

ACTIVITY 20 (cont)

CHILD'S NAME: ____________________

DATE OF TALK: ____________________

Person You Talked To: (Check One)

__________ Present Teacher

__________ Last Year's Teacher

__________ Aide

__________ Substitute

__________ Other (Explain)

Important things that you learned:

1. ____________________

____

____

2. ____________________

____

____

3. ____________________

____

____

ACTIVITY 20 (cont.)

4. ____

____

____

ACTIVITY 20 (cont.)

3. Directions for observing the child.

A. Plan to observe the child you have selected for at least half-an-hour each time you observe. Plan to observe the child at different times of day; for example, in the morning at the free-play time, at the playground, at a directed activity, at rest, and so on.

Since you are interested in the child's development, you should plan to observe the child over a period of time. This way you can tell if his behavior seems to be changing in any way. When you are a teacher in a preschool center, you will want to compare children's behavior over a period of many months. In this training program, there is not time for that. But for this activity, you must observe the child you have chosen at least once a week for at least four weeks. Follow the directions each time you plan to observe. Keep a separate record of each observation.

ACTIVITY 20 (cont.)

B. Each time you go to observe the child, you should:

Take a pencil and an observational record form.

Watch the child for a few minutes and write down anything that interests you about his appearance or things she does.

When the child starts an activity, write down everything the child does or says. Be sure to note the time at which each thing happens. This is just what you did in Activity 18.

C. Use one of the attached observational record forms each time you observe.

There are four forms in this packet for your use you can get more from your Resource Person if you need them.

OBSERVATIONAL RECORD

ACTIVITY 20 (cont.)

Your Name: ______________________________

Child's Name: ______________________________

Date: ____________________

Child's Appearance:

____

____

____

Time	Observational Record

ACTIVITY 20 (cont.)

Time	Observational Record

OBSERVATIONAL RECORD

ACTIVITY 20 (cont.)

Your Name: ______________________________

Child's Name: ______________________________

Date: ____________________

Child's Appearance:

____

____

____

Time	Observational Record

ACTIVITY 20 (cont.)

Time	Observational Record

OBSERVATIONAL RECORD

ACTIVITY 20 (cont.)

Your Name: ____

Child's Name: ____

Date: __________________________

Child's Appearance:

____

____

____

Time	Observational Record

ACTIVITY 20 (cont.)

Time	Observational Record

OBSERVATIONAL RECORD

ACTIVITY 20 (cont.)

Your Name: ____________________

Child's Name: ____________________

Date: ____________________

Child's Appearance:

____

____

____

Time	Observational Record

ACTIVITY 20 (cont.)

Time	Observational Record

ACTIVITY 20 (cont.)

4. Directions for gathering other kinds of information.

A. You should include some of the child's own work if you can find any that seems interesting. Often a child's paintings or drawings will tell you more about what he is thinking than he could tell you himself.

If you cannot obtain any of the child's work yourself, ask his teacher for some things that he has done that she thinks might be valuable to you. Include them in his folder.

B. You could also include photographs or films of the child if you have the opportunity. This kind of record can be very helpful. If you, or another person at the center (it can even be a parent) have a Polaroid camera, you can take some photographs of the child during some of his activities. These can be included in the folder.

ACTIVITY 20 (cont.)

5. Directions for making your own comments about the child's personal and social development.

A. As you are gathering information about this child, you should keep thinking about how the things you know about him are related to what you know about development. If you get a good idea for a comment or an opinion, make a note of it so you won't for get it.

B. When you have gathered all your information, fill out the forms on the next pages. Fill them out as best you can with whatever comments you can make. You should be able to write something on each page.

C. Be careful about your reasons for what you say. ("What do you base it on?").

It is important that you have good reasons for what you say about a child. Otherwise, you are just guessing, and your guesses are not likely to be helpful to anyone.

ACTIVITY 20 (cont.)

YOUR COMMENTS

YOUR NAME: ______________________________

CHILD'S NAME: ______________________________

DATE: ______________ CENTER ______________

What comments can you make about this child's sense of identity, based on the information you have about him/her?

____

____

____

____

____

What do you base it on? ______________________________

____

____

ACTIVITY 20 (cont.)

YOUR COMMENTS

YOUR NAME: ______________________________

CHILD'S NAME: ______________________________

DATE: ____________________ CENTER ____________________

What comments can you make about this child's socialization based on the information you have about him/her?

____

____

____

____

____

____

What do you base it on? ______________________________

____

____

____

ACTIVITY 20 (cont.)

YOUR COMMENTS

YOUR NAME: ________________________________

CHILD'S NAME: ________________________________

DATE: ____________ CENTER ____________________

What comments can you make about this child's sense of self-worth, based on the information you have about him/her?

What do you base it on?

UNIT II

Module 1

PROBLEM SOLVING

PROBLEM SOLVING U2-M1

FIRST SESSION

1. Is there ever a point in a person's life when development stops?

   How do you know?

   If development has to do with how people grow, then do people stop developing when they are adults?

   How do they continue to develop?

2. Is there a point in a person's life when s/he stops developing personally or socially?

   How do you know?

   Give some examples of how you are continuing to develop personally or socially?

   Can CDA help you to develop personally or socially? Why or Why not?

3. Can somebody develop in a different way and take different lengths of time?

   How can this be? What causes this to happen?

4. You have read what happens to a child from zero to 36 months. What happens to them from 3 to 5 years?

   Answer: Child develops speech, vocabulary, grammer completes control of elimination of body wastes, learns sex differences, achieves physiological stability (jumping, hopping, skipping, balance)

Child forms simple concepts of social and physical reality, learns to relate oneself emotionally to parents, siblings and other people.

5. How can you be sure if a child's slowness in development is normal for him or abnormal? What would you look for to make that judgement?

Answer: You would have to get a history of the child's development from birth. You would have to see if the growth is consistant or if there are variations. If they are slow in one area only that may indicate a problem. You would have to keep track of a child for several weeks before you could make a judgement.

QUESTIONS TO BE ANSWERED AFTER ACTIVITY 5

SELF WORTH

Can you think of any behaviors in a preschool child which tells you how he feels about himself.

Possible answers:

Positive Self Worth	Negative Self Worth
Friendly	Angry at everyone
Confident	Refuses to try new things
Willing to try new things	Refuses to clean up
Talkative	Rarely talks about what he can do or wants to do

Have group give examples of situations which occur in their centers which reflect positive or negative self-worth.

IDENTITY

Can you think of any behaviors in a preschool child which tells you that he has a good or poor understanding of himself as a person?

Possible answers:

Good Understanding	Poor Understanding
Knows and responds to his name	Does not respond to name
Can tell you who is in his family	Does not understand concept of family and belongingness
Indicates pride in the way he looks	Does not attend to his looks
Pleased with new clothes	Cannot distinguish what is his or not his
Knows what is his and not his	Does not notice differences in himself in relation to others
Talks about what goes on at hime	

Compares and contrasts himself to others

Have group give examples of situations which occur in their centers which reflect a good or poor understanding of himself as a person.

SOCIALIZATION

Can you think of any behaviors in a preschool child which tells you that he has good or poor socialization skills?

Good Socialization Skills	Poor Socialization Skills
Has a couple of good friends	Plays by himself
Asks to play with other children	If others play with him he he will not talk or share with them
Enjoys working in groups	
Wants to play with some of the children after school	Has no firends
Wants to have children come over to their house to play	Observes and imitates others but does not interact with them

Have group give examples of situations which occur in their centers which reflect good or poor socialization skills.

What appears to be the difference between the way a child feels about himself, what he knows about himself and how he gets along with others. Give examples to support differences.

QUESTIONS TO BE ANSWERED AFTER ACTIVITY 6

TRUST

Can you think of some behaviors in a preschool child which shows that he has a good or poor sense of trust?

Possible answers:

Good Sense of Trust	Poor Sense of Trust
Asks teacher for help when he cannot do something	Gets frustrated but does not ask for help
Asks other children for help	Pushes to get a turn
Admits that he is having trouble	Always afraid he will be left out
Offers help to others	Will not give up toy or turn for others
Can wait for something knowing they will give it to him next	
Can wait for his turn	

Have group give examples of situations which have occured in their centers which show a good oor poor sense of trust.

Doing things by himself

Control-on pages 47 and 48, we have talked about control - but we have talked about it in two ways. On page 47, we talk about control as it refers to setting up the environment so that it is safe for a child to try things out for himself. On page 48, we talk about control as it refers to letting the child know what the adult wants from him so he can learn how to do things by himself.

Can you think of some situations in your centers which call for controlling the environment so children can try things out for themselves.

Possible answers: (Refer them to equipment and materials modules for safety)

Placement of equipment
Rounded scissors
Non-toxic paints or paste, etc.
Covers for outlets

Now can you think of any situations in your centers which call for controlling by letting a child know what you want him to do so that he can do it himself?

Possible answers:

- Setting up rules for clean-up time
- Telling children where things belong
- Putting names on cubbies so they can hang up own clothes
- Telling children where to put trash after meals
- Establishing safety rules for use of equipment
  - i.e. cannot walk in front of swings
  - one person on a slide at a time
- Establishing safety rules for materials
  - i.e. cannot use scissors except to cut
  - cannot use blocks to hit other children

A8, 10,11,12

THIRD HOUR

1. Through observing a child, what things can you learn about the child's sense of self-worth?
2. How does identity grow in a child?
3. How can a child's sense of identity affect what he does in the preschool?
4. How can a child's sense of identity and self-worth affect what he does in the preschool?
5. What is socialization?
6. Why is culture an important part of socialization?

PROBLEM

Jean is a teacher-aide at the H.M.H. Day Care Center. She has 20 youngsters who are three and four years of age. The teacher, Miss. Brown, is absent today. Jean's supervisor, Miss. Day, stops in to see her. Jean wants very much to speak to Miss Day about a problem while she is in the room. The children are sitting at the tables waiting for the next activity.

What does Jean do?

- Does she leave the children unattended while she talks to Miss Day?

- Does she give the children "busy work" so she can talk to Miss Day?

- Does she tell Miss Day she will talk to her later when she is free?

For each alternative, what could be the consequences of her actions?

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